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NLS

HANDBOOK

1987

The National Longitudinal Surveys of Labor Market Experience

Center for Human Resource Research
The Ohio State University
Columbus, Ohio
1987

This **Handbook** was prepared under a contract with the Bureau of Labor Statistics, U.S. Department of Labor. None of its content is to be construed as necessarily representing the official position or policy of the Department of Labor.

Preface

This volume is designed as a general guide to the National Longitudinal Surveys of Labor Market Experience (NLS) and is intended for two major categories of readers. Persons who wish to ascertain whether their research interests can be served by the NLS data will find useful the detailed description of the surveys, the samples covered, and the types of information collected. For those wishing to acquire NLS data or to further explore the applicability of the NLS for their research needs, information is included on the availability and costs of the several NLS data files and documentation packages. Secondly, the **Handbook** chronicles twenty years of NLS research conducted both by researchers of the Center for Human Resource Research (CHRR) as well as by the broader research community. A publication list presents the major cohort research volumes as well as special reports produced by CHRR staff which continue to be made available to interested persons. In addition, the **Handbook** presents an extensive bibliography of known NLS based research conducted from 1968 through 1986.

We would like to take this opportunity to thank the many people in the U.S. Department of Labor's Employment and Training Administration who not only developed the original idea for the NLS but have supported it both financially and professionally since 1965; the personnel of the Demographic Surveys Division of the Bureau of the Census who have collected data on four of the cohorts-since 1966; the staff of NORC who have collected the information on the NLSY since 1979; the staff of the National Institute of Child Health and Human Development who have financially and intellectually supported the supplemental questions on fertility and the Children of the NLSY survey; the thousands of individuals throughout the United States who consented to be the subjects of the study; and the present and past staff members of the Center for Human Resource Research at The Ohio State University who have been responsible for the design of the study, variable construction, and on-going NLS research. In the past year, the supervision of the NLS has been moved to the Bureau of Labor Statistics, a transition which has been greatly facilitated by the enthusiasm of BLS staff.

Finally, it is most appropriate to acknowledge the contributions of Herbert S. Parnes and the late Michael Borus, project directors of the NLS from its inception through 1983. Through their exemplary leadership, creativity and patience, they have created this unique data set, built a staff to maintain it, and scrupulously guarded the principle of its public availability.

Kenneth I. Wolpin
Project Director

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1

STRUCTURE AND DEVELOPMENT OF THE NLS PROJECT

Overview

The National Longitudinal Surveys of Labor Market Experience (NLS) began in the mid-1960s when the Office of Manpower Policy, Evaluation, and Research of the United States Department of Labor (DOL) contracted with the Center for Human Resource Research (CHRR) of The Ohio State University for longitudinal studies of the labor market experience of four groups in the United States population: men 45 to 59 years of age, women 30 to 44 years of age, and young men and women 14 to 24 (hereafter referred to as "Older Men," "Mature Women," "Young Men," and "Young Women"). Under a separate contract with the Labo Department, the Bureau of the Census was to be responsible for the design of the sample, the field work, and data processing.

These four groups were selected because each faced important labor market decisions which were of special concern to policy makers. The initial plan called for annual interviews over a five-year period with a nationally-representative sample of 5,000 individuals in each age/sex group--six interviews with each cohort. Due to cost considerations, it was decided after the second survey of the men to survey the two older groups biennially rather than annually.[1] Due to their greater mobility, the younger groups were to continue to be interviewed annually. As the five-year period drew to a close, the relatively low attrition rates[2] that had been experienced and the widespread interest generated by the data bases led to the decision to continue the surveys beyond the period originally contemplated. With the advice of an interdisciplinary advisory panel assembled to consider the issue, plans were made to cover an additional five-year period for each cohort by means of two brief biennial telephone surveys and a face-to-face interview ten years after the original survey.

During 1976, consideration was given to yet another extension of the study. After a questionnaire survey of all known NLS data users and the recommendations of an interdisciplinary panel of experts convened by the Department of Labor, a decision was reached in 1977 to: (1) continue the surveys of the four samples for an additional five years (as long as attrition did not become a problem); and (2) begin a new longitudinal study of a panel of young men and young women. The latter study was initiated to permit a replication of much of the analysis made of the earlier cohorts of youth and also to help evaluate the expanded employment and training programs for

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[1] The older cohort of women was interviewed in both 1971 and 1972 in order to permit a survey at the end of the five-year period.

[2] Although at the outset of the study, there was concern that attrition would be a major problem, shrinkage of the samples remained remarkably small in the early years. For example, in the tenth year survey of the Older Men (1976), 69 percent of the original respondents were interviewed, almost half of the remainder having died and the others having disappeared from the sample as the result of their refusal to be interviewed or of the inability of Census enumerators to locate them. The corresponding completion rates for the tenth-year surveys of the other cohorts were: 78 percent for the Mature Women; 68 percent for the Young Men; and 78 percent for the Young Women. Retention rates by cohort and survey year are presented on page 4.

youth legislated by the 1977 amendments to the Comprehensive Employment and Training Act (CETA). To these ends, a national probability sample was drawn of young women and young men between the ages of 14 and 21, with overrepresentation of blacks, Hispanics, and economically disadvantaged whites. An additional group of persons serving in the Armed Forces was selected for interviewing with funding from the Department of Defense and the Armed Services. This sample of youth, hereafter called the National Longitudinal Survey of Youth (NLSY), was interviewed for the first time in early 1979 and has been reinterviewed annually since then. Responsibility for drawing the sample, conducting the field work, and preparing data tapes was subcontracted by CHRR to NORC (formerly the National Opinion Research Center) at the University of Chicago.

Originally all of the surveys focused primarily on the labor market: employment, unemployment, job training, and wages. More recently, however, NLSY data have diversified, reflecting the interests of other government agencies in addition to the Department of Labor: the National Institute of Child Health and Human Development, the Department of Defense and the Armed Services, the National Institute of Alcohol Abuse and Alcoholism, the National Institute of Education, and the National Institute of Drug Abuse.

Sample Design

Each of the four original cohorts was represented by a national probability sample of approximately 5,000 individuals. The samples were drawn by the Bureau of the Census from the primary sampling units (PSUs)[3] that had been selected for the experimental Monthly Labor Survey conducted between early 1964 and late 1966.[4] In order to provide statistically reliable estimates for blacks and to permit a more confident analysis of differences in labor market experiences between blacks and whites, a sampling ratio for blacks three to four times as large as that for whites was used.

In 1978, a national probability sample was drawn for the NLSY consisting of 5,578 young women and 5,828 young men between the ages of 14 and 21, with overrepresentation of blacks, Hispanics, and economically disadvantaged whites. An additional 1,280 persons serving in the Armed Forces were selected for interviewing under funding from the Department of Defense and the Armed Services. The respondents in the military sample were interviewed yearly from 1979 through 1984; in 1985, 1,079 respondents were dropped from the sample. In 1986, with funding from NICHD and other private foundations, the youth interview schedule included an extensive battery of socio-emotional, cognitive, and physiological assessment instruments administered to the 4,971 children of the female respondents of the NLSY. Other special data collections conducted with the NLSY cohort are discussed in Section 3.

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[3] A primary sample unit is composed of either a single county or group of counties (SMSA). In certain special situations, state-defined units are termed "independent cities" or "parishes." In these instances, such units are used in the definition of primary sample units.

[4] For a detailed description of the sampling design, see Section II.

Division of Responsibilities

CHRR has assumed responsibility for designing the survey instruments, analyzing the data, preparing reports, and making the data available to the public. Design of the sample, field work, and data reduction have been handled by two separate agencies. For the four original cohorts this work was done by the U.S. Bureau of the Census operating under a separate contract with the U.S. Department of Labor. For the NLSY, these tasks are the responsibility of NORC.

Close interaction and cooperation has existed over the years between both CHRR and the Census Bureau, and between the Center and NORC. CHRR staff have frequently been present at training sessions in which interviewers were instructed in the content of the interview schedules. In pretests and on a number of occasions in actual surveys, CHRR personnel have accompanied interviewers in order to have a firsthand view of how the interviews were conducted. On the other hand, while interview content was principally the responsibility of CHRR, the Census Bureau and NORC provided valuable advice based on their long experience with survey instruments.

Current Status of the Surveys

At the present time, interviews continue with two of the four original cohorts (the Mature Women and the Young Women) as well as with the NLSY. In the early 80s, both cohorts of men (the Older Men and Young Men) were discontinued. The chart on the following page summarizes for each cohort: the years surveyed; the type of interview; total respondents; as well as yearly retention rates.[5]

Current tape releases include: Older Men 1966-1983; Mature Women 1967-1984; Young Men 1966-1981; Young Women 1968-1983; and the NLSY 1979-1986. Projected public tape release dates for the coming year are as follows: 1985 Young Women's Survey (Spring 1988); 1986 Mature Women's Survey (Summer 1988); and the 1987 NLSY (Fall 1988).

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[5] Additional information on attrition within the NLS can be found in "Attrition and the National Longitudinal Surveys of Labor Market Experience: Avoidance, Control, and Correction." Patricia Rhoton (1984).

Table 1

National Longitudinal Surveys Interview Schedules and Retention Rates

	ORIGINAL FOUR COHORTS												YOUTH 14-21 IN 1979				
	Men 45-59 in 1966			Women 30-44 in 1967			Boys 14-24 in 1966			Girls 14-24 in 1968				Civilian		Military	
Year	Type of Interview	Total	Retention Rate	Type of Interview	Total	Retention Rate	Type of Interview	Total	Retention Rate	Type of Interview	Total	Retention Rate	Type of Interview	Total	Retention Rate	Total	Retention Rate
1966	Personal	5034[a]	100.0	---			Personal	5225	100.0	---			---				
1967	Personal	4751	94.4	Personal	5083	100.0	Personal	4790	91.7	---			---				
1968	Mail	4661	92.6	Mail	4910	96.6	Personal	4318	82.6	Personal	5159	100.0	---				
1969	Personal	4388	87.2	Personal	4712	92.7	Personal	4033	77.2	Personal	4930	95.6	---				
1970	---			---			Personal	3993	76.4	Personal	4766	92.4	---				
1971	Personal	4182	83.1	Personal	4575	90.0	Personal	3987	76.3	Personal	4714	91.4	---				
1972	---			Personal	4471	88.0	---			Personal	4625	89.6	---				
1973	Telephone	3951	78.5	---			Telephone	4014	76.8	Personal	4424	85.8	---				
1974	---			Telephone	4322	85.0	---			---			---				
1975	Telephone	3732	74.1	---			Telephone	3977	76.1	Telephone	4243	82.2	---				
1976	Personal	3487	69.3	Telephone	4172	82.1	Personal	3538	67.7	---			---				
1977	---			Personal	3966	78.0	---			Telephone	4071	78.9	---				
1978	Telephone	3219	63.9	---			Telephone	3695	70.7	Personal	3923	76.1	---				
1979	---			Telephone	3812	75.0	---			---			Personal	11406	100.0	1280	100.0
1980	Telephone	3001	59.6	---			Telephone	3438	65.8	Telephone	3801	73.7	Personal	10948	96.0	1193	93.2
1981	Personal	2834	56.2	Telephone	3677	72.3	Personal	3398	64.9	---			Personal	11000	96.4	1195	93.4
1982	---			Personal	3542	69.7	Discontinued			Telephone	3650	70.8	Personal	10912	95.7	1211	94.6
1983	Telephone	2634	52.3	---						Personal	3545	68.7	Personal	10995	96.4	1226	95.8
1984	Discontinued			Telephone	3422	67.3				---			Personal	10854	95.2	1215	94.9
1985				---						Telephone	3720	72.1	Personal	10708	93.9	186[b]	92.5
1986				Telephone	3346[c]	65.8				---			Personal	10472	91.8	183	91.1
1987				Personal						Telephone	3641[c]	70.6	Telephone				
1988										Personal			Personal				

[a]Data are available on a total of 5,020 respondents. For a more complete explanation, see footnote 7 on page 7 of this Handbook.

[b]A total of 201 respondents were retained from the original 1,280 in the military sample.

[c]These numbers are estimates and are subject to change.

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SAMPLING, INTERVIEWING, AND ESTIMATING PROCEDURES

The sampling and field work for the four original NLS cohorts have been the responsibility of the Census Bureau; for the NLSY, these functions are performed by NORC. In this section, we describe the sampling methods and field procedures employed by each organization.

CENSUS: ORIGINAL FOUR COHORTS

Each of the four original NLS samples was designed to represent the civilian noninstitutional population of the United States at the time of the initial survey. Excluded from these groups are individuals living in institutions on a permanent basis. The civilian population of young men beyond the first interview is understated because those serving in the Armed Services at the time of the initial interview were not included in the sample.[6] This problem is much less significant for the other three cohorts. For all four original cohorts, the sampling weights of those reinterviewed were adjusted to reflect the loss of sample cases for reasons other than death, institutionalization and residence outside the United States. For a more complete description of the reweighting procedure, see "Adjustment of Sampling Weights for Attrition" in this section.

Sampling Procedures

Each of the four age-sex cohorts is represented by a multi-stage probability sample located in 235 sample areas comprising 485 counties and independent cities representing every state and the District of Columbia. The samples were drawn by the Bureau of the Census from the primary sampling units (PSUs) that had been selected for the experimental Monthly Labor Survey conducted between early 1964 and late 1966. The 235 sample areas were selected by grouping all of the nation's counties and independent cities into about 1,900 PSUs and further forming 235 strata of one or more PSUs that are relatively homogeneous according to socioeconomic characteristics. Within each of the strata, a single PSU was selected to represent the stratum. Within each PSU, a probability sample of housing units was selected to represent the civilian noninstitutional population.

Since one of the survey requirements was to provide separate reliable statistics for blacks, households in predominantly black enumeration districts (EDs) were selected at a rate between three and four times that for households in predominantly white EDs. The sample was designed to provide approximately 5,000 interviews for each of the four cohorts--about 1,500 blacks and 3,500 whites. When this requirement was examined in light of the expected number of persons in each age-sex-race group, it was found that about 42,000 households would be required in order to find the requisite number of blacks in each age-sex group.

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[6] Conversely, young men who entered the service subsequent to 1966 are unrepresented during their military service, since no attempt was made to survey members of the sample during such periods.

An initial sample of about 42,000 housing units was selected and a screening interview took place in March and April 1966. Of this number, about 7,500 units were found to be either vacant, occupied by persons whose usual residence was elsewhere, changed from residential use, or demolished. On the other hand, about 900 additional units were found created within existing living space or changed from what had been nonresidential space. Thus 35,360 housing units were available for interview, from which usable information was collected for 34,662 households, a completion rate of 98.0 percent.

Following the initial interview and screening operation, 5,518 males age 45-59 were designated to be interviewed. These were sampled differentially within four strata: whites in white EDs (i.e., EDs which contained predominantly white households), blacks in white EDs, whites in black EDs, and blacks in black EDs.

The original plan called for using the initial screening to select all four samples. However, it was decided to rescreen the sample in the fall of 1966 before the first interview of Young Men, since a seven-month delay between the initial screening and final interview seemed inordinate considering the mobility of young men in their late teens and early twenties.

To increase efficiency, it was decided to stratify the sample for the rescreening by the presence or absence of a 14- to 24-year-old male in the household. The probability is high that a household which contained a 14- to 24-year-old in March would also have had one in September. However, to insure that the sample also represented persons who had moved into sample households in the intervening period, a sample of addresses that previously had no 14- to 24-year-old males was also included in the screening operation.

This phase of the screening began in early September, 1966. Since a telephone number had been recorded for most households at the time of the initial interview, every attempt was made to complete the short screening interview by telephone. Following the screening operation, the same differential sampling process that had been used in the case of the Older Men cohort produced 5,713 males aged 14 to 24 who were designated to be interviewed.

The rescreened sample of households from which the sample of young men was drawn was used also to obtain the sample of women 30 to 44 years of age. Using the same type of differential sampling ratio described above, 5,393 mature women were selected for interview. Finally, from the same group of households, a sample of 5,533 young women aged 14 to 24 as of January 1, 1968 was designated.

Field Work

Between 300 and 400 Census interviewers were assigned to each of the NLS surveys. Because many of the procedures and the labor force concepts used in the NLS were similar to those employed in the Current Population Survey (CPS), the Census Bureau used interviewers with CPS experience in all of the surveys.

In each of the early surveys, a two-stage training program was used to provide specific instruction to the interviewers. First, two supervisors from each of the Bureau's 12 regional offices were trained in Washington; they in turn trained the interviewers and office clerks assigned to the survey in their regions. Each trainee was provided with a "verbatim" training guide prepared by the Bureau staff and reviewed by staff members of the Employment and Training Administration and CHRR. The guide included not only lecture material, but a number of structured practice interviews to familiarize the interviewers with the questionnaire. In addition to the classroom training, each interviewer was required to complete at least one live interview prior to beginning an assignment.

As interviewers developed experience with the NLS, training for each additional survey became less intensive. While the small number of interviewers with no previous NLS experience continued to receive classroom instruction, training for the experienced interviewers generally consisted of a home study package. This included an Interviewer's Reference Manual explaining the purpose, procedures, and concepts used in the survey, as well as a set of questions emphasizing points covered in the manual.

In addition to training, a field edit was instituted to insure adequate quality. In the earliest surveys, this consisted of a "full edit" of the first several schedules returned by each interviewer and a partial edit of the remaining questionnaires from each interviewer's assignment. The full edit consisted of reviewing each questionnaire from beginning to end to determine if the entries were complete and consistent and whether the "skip" instructions were being followed. The interviewer was contacted by phone concerning minor problems and, depending on the nature of the problem, was either merely told of the error or asked to contact the respondent for additional information or for clarification. For more serious problems the interviewer was retrained either totally or in part, and the questionnaire was returned for completion.

If problems arose, the complete edit was continued until the supervisor was satisfied that the interviewer was doing a complete and consistent job. The partial edit simply checked to determine that the interviewer had not inadvertently skipped any part of the questionnaire that should have been filled. Any questionnaire that failed the partial edit was returned to the interviewer for completion. After the first two surveys of the Older Men and the initial survey of each of the other cohorts, a "full edit" was used on all the schedules.

Interview Schedule

For both the Young Men and the Young Women, interviewing began at approximately the same time each year—in October for the Young Men and in January for the Young Women. In light of scheduling problems, the month in which the interviews were conducted with the Older Men and Mature Women was changed after 1968. Until the 1968 mail survey, surveys of both groups began in May of each year; after 1968, the interviews with the Older Men began in July while those with the Mature Women began in April. The interviewing process for each cohort extended over a period of two to three months.

Estimating Method

Population data derived from the NLS are based on multi-stage ratio estimates.

Basic weight. The first step was to assign each sample case a basic weight consisting of the reciprocal of the final probability of selection. This probability reflects the differential sampling by race within each stratum of the four cohorts.

Noninterview adjustment. In the initial survey of each cohort, some members of the original samples could not be interviewed because of absence, refusal, or unavailability for other reasons. The number of individuals with whom initial interviews were conducted was: 5,020 for the Older Men;[7] 5,083 for the Mature Women; 5,225 for the Young Men; and 5,159 for the Young Women. The weights for all those interviewed were adjusted to the extent necessary to account for persons who were not interviewed.

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[7] Actually, 5,027 men were interviewed in 1966. Due to an error, however, the original data tapes contained duplicate records for seven respondents, for a total of 5,034. After the error was discovered, one of each pair of duplicate records was blanked in each subsequent survey, but not necessarily the same one from one survey to the next. After examining the seven pairs of records, the Center's research staff could find no accurate way of preserving the longitudinal integrity of the data for the seven respondents involved. All fourteen records were therefore eliminated from the revised tapes.

This adjustment was made separately for each of eight groupings for the older men;[8] 16 groupings for the women 30 to 44;[9] and 24 groupings for the young men and women.[10]

Ratio estimates. The composition of the sample may differ somewhat, by chance, from that of the population as a whole with respect to residence, age, race, and sex. Since these population characteristics are closely correlated with the principal measurements made from the sample, the measurements can be substantially improved if they are weighted appropriately to conform to the known distribution of these population characteristics.[11] This weighting was accomplished in the initial survey of each cohort through two stages of ratio estimation.

The first stage of ratio estimation takes into account differences at the time of the 1960 Census between the distribution by race and residence of the population as estimated from the sample PSUs and that of the total population in each of the four major regions of the country. Using 1960 Census data, estimated population totals by race and residence for each region were computed by appropriately weighting the Census counts for PSUs in the sample. Ratios were then computed between these estimates (based on sample PSUs) and the actual population totals for the region as shown by the 1960 Census.

In the second stage, the sample proportions were adjusted to independent current estimates of the civilian noninstitutionalized population by age, sex, and race. These estimates were prepared by carrying forward the most recent Census data (1960) to take account of subsequent aging of the population, mortality, and migration between the United States and other countries.[12] The adjustment was made by race within three age groups for the two older cohorts, within five age groups for the Young Women, and within four age groups for the Young Men.

Adjustment of Sampling Weights for Attrition

Subsequent to the initial interview of each cohort, reductions in sample size occurred due to noninterviews. In order to compensate for these losses, the sampling weights of the individuals who were interviewed had to be revised. This revision was done in two stages. First, out-of-scope noninterviews in each of the years were identified by the Bureau of the Census and eliminated from the sample of noninterviews. This group consisted of individuals who were institutionalized, who had died, who were members of the Armed Services or who had moved outside the United States--i.e., individuals who were no longer members of the noninstitutional civilian population of the United States.

The second stage in the adjustment acknowledged the nonrandom characteristics of the in-scope noninterviews. For each of the survey years, those who were eligible but

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[8] Based on the four Census regions (Northeast, North Central, South, West) by urban-rural residence.

[9] Based on the groupings listed in footnote 8 as well as by race (white-black).

[10] Based on the groupings listed in footnote 9 with three place of residence groupings (urban, rural farm, rural nonfarm).

[11] See U.S. Bureau of Census Technical Paper No. 7, "The Current Population Survey--A Report on Methodology," 1963, for a more detailed explanation of the preparation of the estimates.

[12] See U.S. Bureau of the Census, **Current Population Reports**, Series P-25, No. 352, November 18, 1966, for a description of the methods used in preparing these independent population estimates.

not interviewed, as well as those who were interviewed, were distributed into strata (cells) according to their race, years of school completed, and years in place of residence at the first interview. The 1966 data were used for the Older Men, and the 1967 data were used for the Mature Women. For the two younger cohorts, the characteristics were race, education of father, and years in place of residence at the first interview. The 1966 data were used for the Young Men and the 1968 data were used for the Young Women. Within each of the cells, the base year sampling weights of those interviewed were increased by a factor equal to the reciprocal of the reinterview rate (using base year weights) in that year.

For the Young Men's cohort, the sampling weights of those interviewed were further adjusted to account for the return to the civilian population of men who were in the Armed Services at the time of initial interview. This final adjustment made use of the first stage estimates described above and independent Census Bureau estimates of the civilian population by selected age categories and race.

The revised weight for each respondent in each interview year can be found on the corresponding public data tape release.

Editing and Coding

Most of the data on the interview schedules required no coding, because most of the answers were numerical entries or in the form of precoded categories. However, clerical coding was necessary for the occupational and industrial classification of the several jobs referred to in the interview. The Census Bureau's standard occupation and industry codes used for the 1960 decennial census were employed for this purpose, and have continued to be used even in those surveys conducted after the classification systems were revised. In the early 1980's interviews, a 1980 occupation and industry code was assigned to the current or last job the respondent held for all cohorts except the Young Men. However, high costs prevented both the double coding of all current jobs and the recoding of all previous jobs. Codes for other open-ended questions were assigned by the Census Bureau, in many cases on the basis of guidelines developed by CHRR from tallies of subsamples of the returns.

The consistency edits for the interview schedules were completed by the Census Bureau. For the parts of the questionnaire that were similar to the CPS, a modified CPS edit was used. For all other sections, separate consistency checks were performed. None of the edits included an allocation routine that was dependent on averages or random information from outside sources, since such allocated data could not be expected to be consistent with data from previous or subsequent surveys. However, where the answer to a question was obvious from others in the questionnaire, the missing answer was entered on the tape. To take an example from the initial survey of the Older Men, if item 39a ("Is there a compulsory retirement age where you work?") was blank but legitimate entries appeared in 39b and c ("At what age?" and "Would you like to work longer?") a "Yes" was inserted in 39a. In this case, only if 39a was marked "Yes" could 39b and c be filled; therefore the assumption was made that either the card punch operator failed to punch the item or the interviewer failed to mark it.

NORC: NLSY

Sampling Procedures

The targeted population for the NLSY cohort consisted of ten groups of young people who were aged 14 to 21 as of January 1, 1979 (see table on next page). The numbers in parentheses indicate the total number of respondents within each group who became part of the initial survey year interview.

With the exception of individuals on active military duty, all sample selection was accomplished through a multistage stratified area probability sample of dwelling units and group quarter units. A screening interview was administered at approximately 75,000 dwellings and group quarters distributed among 1,818 sample segments in 202 PSUs (inclusive of most of the fifty states and the District of Columbia). Included in this screening interview was information which would allow the identification of persons eligible for sample membership. Of the 14,574 youth selected for interview, 12,686 (or 87 percent) were interviewed in 1979.

	Group	Number of Respondents: 1979
1	Hispanic males	946
2	Hispanic females	978
3	Non-Hispanic black males	1,451
4	Non-Hispanic black females	1,472
5	Non-Hispanic, nonblack, economically disadvantaged males[13]	945
6	Non-Hispanic, nonblack, economically disadvantaged females	1,099
7	All Non-Hispanic, nonblack males	2,236
8	All Non-Hispanic, nonblack females	2,279
9	Male military personnel	834
10	Female military personnel	456

Approximately 18,000 of the screening interviews were carried out among 918 sample segments in the 102 Primary Samplings Units constituting the NORC Master Probability Sample of the United States. This sample is designed to maximize the statistical efficiency of samples which are "cross-sectional" with respect to the general population. Specifically, through the several stages of sample selection (counties, enumeration districts-block groups, sample listing units), probabilities of selection are based upon either total population or total housing units.

The remaining 57,000 screening interviews were carried out among 900 sample segments ~~in a 100~~ PSU sample specifically designed to produce statistically efficient samples of Groups 1-6. All stages of sampling, except the final stage, were carried out with the probabilities proportional to a linear combination of population size for these groups. The effect of this procedure is to produce sample listing segments which vary significantly in terms of total population size but tend toward equality with respect to the target groups.

In the final stage of sample selection (i.e., dwelling units within sample listing segments), a moderate degree of oversampling was employed in order to increase the sample composition with respect to Groups 1-6. Since the use of oversampling tends to decrease sample efficiency, attempts were made to hold required oversampling to a minimum.

At all selected dwellings, attempts were made to obtain appropriate classification information for all persons living in the dwelling. In order to minimize the potential for

[13] Information on the definition of 'economically disadvantaged' can be found in "Household Screening Interviewer's Reference Manual," (1978).

"interviewer effect," survey interviewers were not informed about specific groups that would be included in the subsequent interviews.

Since certain classes of group members do not usually reside in dwelling units, procedures were also used to establish "linkages" between dwellings and these individuals. As part of the initial screening, household respondents were asked if there were any persons with primary family connections to household members who were away from the household at the present time. Included in this group were college students, persons in the military, persons in prisons and other institutions. Household respondents were also asked to name persons who might occasionally stay at the dwelling who did not have any other "usual place of residence." For each individual identified in this process an attempt was made to determine whether the individual would be "linked" to some other household (e.g., college students living off campus in their own dwelling units). All individuals without other linkages were included in the household composition for purposes of subsampling. The only exception to this linkage occurred in the case of active military personnel who were sampled separately.

Selection of sample respondents for the first interview was based upon the individuals identified at the household screening phase. Base year samples for groups 1-6 were selected from individuals identified in both screening samples (i.e., 102 PSU cross-sectional sample and 100 PSU special purpose sample). To the extent that individuals identified in the screening phase were obtained with different probabilities of selection (because of selective oversampling), the selection of base year samples attempts to minimize these probability differences.

Sample respondents in Groups 7 and 8 were selected from the 102 PSU cross-sectional sample. Restriction of subsampling for these groups to the 102 PSU National Sample is based upon considerations of per element statistical efficiency.[14]

Individuals on Active Military Duty

Members on active military duty were sampled from rosters provided by the Department of Defense. Sample selection was accomplished in two stages. In the first stage, a sample of approximately 200 "military units" was selected. These units were selected with probabilities proportional to the number of persons age 14-21 within the unit. Within selected units, persons age 14-21 were subsampled with probabilities inversely proportional to the first-stage selection probability. Separate samples were selected of males and females; of the 1280 military respondents interviewed in 1979, 824 were male and 456 were female. A small number of military personnel living in their own households, not on military bases, were included in the household screening, too. The military sample was dropped in 1985. However, 201 respondents, representing those who would have been in the main sample even though they were in the military, were retained.

Field Work

To facilitate locating respondents who have moved, the interviewer receives a Locator Page containing information provided by the respondent during previous rounds.

[14] Additional information on sampling procedures within the NLSY can be found in Martin Frankel, Harold McWilliams, and Bruce Spenser, "National Longitudinal Survey of Labor Force Behavior, Youth Survey (NLS): Technical Sampling Report," (August 1983), and in the "Household Screening: Interviewer's Reference Manual," (August 1978).

Prior to the much longer main interview, a five-minute Household Interview is conducted to: (1) enumerate all of the persons currently living in the household; (2) record information about each person's education, age, work, and relationship to the respondent; and (3) collect income information from members of the respondent's family living in the household. Three different versions of the Household Interview are used. Version A is used if the respondent is living with parents (or in-laws). In this case the Household Interview is conducted with one of the parents, who should have more accurate information about household income sources. Version B is used if the respondent is living in a dormitory, sorority or fraternity, in military quarters, or in other temporary quarters such as a hospital or prison. If the respondent has a permanent residence elsewhere, the Household Interview gathers information about that household. Version C is used if the respondent is living in their own dwelling unit or is the head of a family unit. During earlier rounds, many of the respondents were younger than 18 and living with their parents; thus, version A was administered most of the time. As of the 1986 survey date, all respondents were 18 or older and living predominantly on their own; consequently, version C was used almost exclusively.

Interviewing Materials

The following materials are provided to interviewers to assist them in conducting the main interview:

Face Sheet. Immediately prior to each round, a Face Sheet is computer-generated for each respondent and mailed to the interviewer assigned to that case. The Face Sheet contains various pieces of respondent-specific information as well as information about all members of the household as of the last interview--full name, sex, and relationship to youth. The Face Sheet also contains a historical overview of previous interview rounds, such as whether: the respondent refused to be interviewed; the case was converted; the interview was complete or incomplete, etc. These data alert the interviewer and the field manager to potential problems and assist them in preparing the best strategy prior to fielding.

Information Sheet. The Information Sheet contains data on the respondent from prior interviews which will be referred to during the interview. Information Sheet items include: marital status; military status; university last attended; etc. With this information, the interviewer can accurately route the respondent through various sections of the questionnaire. This page can also serve to provide on-the-spot reconciliation of earlier errors.

Employer Supplement. When the interviewer reaches the point in the main questionnaire asking for detailed information about each employer for whom the respondent has worked since the last interview, this information is entered into a separate 15-page instrument called the Employer Supplement. If a respondent has had multiple employers, separate employer supplements are filled out for each employer.

Show Cards. A show card is a visual aid for the respondent. It helps the respondent keep response categories in mind for questions that have complicated response categories.

Calendar. An interviewing aid that the interviewer and the respondent use to review the respondent's employment history: the dates when the respondent had a job, was not at work, or the was in the Armed Services.

Children's Record Form. An interviewing aid containing identification numbers, dates of birth, sex, deceased/adopted status, as well as a variety of other information on the biological and non-biological children of NLSY respondents was added beginning with the 1985 survey.

The Employer Supplement and Calendar are part of the NLSY documentation package. Information from the Face and Information Sheets as well as Children's Record Form can be found in the codebook.

Other Survey Materials

In any survey as large as the NLSY, an extensive set of field materials is developed in preparation for interviewing. These materials are used to assist the interviewer in gaining respondent cooperation, performing administrative functions, and improving general efficiency of the survey.

Locating Letters. A letter is sent from the central office prior to the main survey to renew contact with cooperative respondents. The letter is short and informative, reminding the respondent of the upcoming interview and when contact can be expected.

Advance Letters. At the discretion of the interviewer, advance letters are sent to cooperative respondents immediately before an appointment is made.

Refusal Letters. For uncooperative respondents, NORC has designed refusal letters which encourage continued participation in the survey. These refusal letters are often written by the field managers who have personal knowledge of specific respondents and can tailor the letter to individual respondent concerns.

NORC Brochures. Attractive, multicolored brochures describing NORC and survey research are available for all households, and are given to non-respondents such as parents, neighbors, and community residents who might be contacted by an interviewer. The brochure serves many purposes during the course of the survey: it can include a telephone number to call if the family has any questions or if the respondent moves, and it can be used in follow-up mailings for continuing reinforcement.

Newsletters or Reports. These documents are designed to maintain the interest of respondents by informing them of survey results and uses of the data. NORC is careful not to provide any information that might bias future answers. Interesting analytical results which accumulate as a longitudinal survey continues can prove to be important tools in convincing respondents to participate, thus sustaining response rates.

Interview Schedule

The initial 1979 NLSY survey was conducted between late January and mid-August 1979. The vast majority of interviews occurred during February through May. A total of 12,686 persons were interviewed. This interview schedule has been followed in each of the annual surveys since 1979. Every attempt has been made to interview each individual at the same time each year.

Weighting Procedures

The following principles guide weighting decisions. Individual case weights are assigned to yearly interviews in such a way as to produce group population projections when used in tabulations. The assignment of individual respondent weights involves at least three stages.

Stage One: The first stage in weighting involves the reciprocal of the probability of selection. Specifically, this probability of selection is a function of the probability of selection associated with the household in which the respondent was located as well as the subsampling (if any) applied to individuals identified in screening.

Stage Two: This stage of weighting attempts to adjust for differential response (cooperation) rates in both the screening phase and baseline interview. Differential

cooperation rates are computed (and adjusted) on the basis of geographic location, group membership, and within group subclassification.

Stage Three: This stage of weighting attempts to adjust for certain types of random variation associated with sampling as well as sample "undercoverage." This ratio estimation is used to conform the sample to independently derived population totals.

Additional information on weighting procedures can be found in the "NLSY Technical Sampling Report" referenced on page 11.

Editing and Coding

NORC places strict emphasis on quality control during every task associated with the NLSY. Case edits are one of a series of measures employed to evaluate the performance of the field staff and maintain the quality of the data while it is being collected.

In case editing, NORC reviews a sample of every interviewer's work, documents errors and problem situations, provides appropriate and timely feedback which can include re-training, and certifies that the completed case has met an established standard of excellence. Case edits occur very early in the round to detect any weaknesses which were overlooked during training. They also continue well into the field period to prevent a slippage in performance or the development of bad habits. The editing function has two parts: (1) initial case edits done by the interviewer's direct supervisor, and (2) ongoing case edits done by the coding shop in the central office.

The following is an overview of the supervisory case editing procedure. Each interviewer mails the first two completed cases to the supervisor. The interviewer is instructed to await feedback on these cases before proceeding with the work. The supervisor conducts a 100 percent case edit according to written specifications provided by the project, including criteria for passing and failing the edit. Depending on the result, the supervisor will: (1) contact by telephone those interviewers who pass the edit and discuss with them any errors that were found; and (2) where appropriate, telephone those interviewers who failed the edit, notifying them, based on the seriousness and extent of the problems, either that the interviewer will need additional instruction or will not be retained. Any interviewer who fails the edit but is retained will be required to submit the next case to the supervisor for review before resuming a full caseload.

All twenty-eight NLSY field managers are called by a supervisor or a coder (six calls in all) from the coding shop about the quality of the cases coded during the first five weeks. The calls take place the second, third, and sixth weeks of coding. The first two calls pinpoint three types of errors: (1) errors made by a number of interviewers--these are handled as overview comments; (2) any information which needs to be retrieved for a specific interviewer; and (3) any other coding problem a specific interviewer is experiencing. The third call discusses (1) and (2) above. The caller follows up by mailing a copy of the overview comments plus interviewer-specific problems to the field manager, district field manager, and central office supervisor. A copy of the overview comments is mailed to the interviewers.

Validations

Validation is another process for monitoring the performance of interviewers. At NORC, validation serves two major purposes: (1) it certifies that data have been accurately, reliably, and professionally collected; and (2) confirms that interviewers are completing cases as reported, and with the correct respondent.

NORC validates at least 15 percent of the NLSY cases to ensure that interviews have been conducted properly. A random sample of all cases is drawn and supplemented as necessary to include at least one case per interviewer.

The Validation Instrument. The validation instrument requires about three minutes to administer. It verifies the date of the interview, the duration of the interview, and the level of accuracy with which selected information was obtained and recorded. The respondent will also be asked if the interviewer was courteous and whether the interviewer adequately answered the respondent's questions. Furthermore, the respondent will be given an opportunity to offer comments or criticism.

Appropriate Follow-up Action. Once contact with the respondent has been made and the validation form administered, NORC's staff assesses the results of the call to determine whether any problem or irregularity appeared. This assessment applies specific criteria specifying what constitutes failure of the validation and what steps should be taken if failure occurs.

Data Processing

Once data (i.e., a case) arrive at the central office, it is directed through a controlled pattern of data reduction steps designed to produce rigorously clean machine-readable data. The following steps are conducted for each case: coding; keying; cleaning; hardcopy storage in the NLS Library; and finally presence on the NLSY datafile in machine-readable form.

Processing begins with confirming that all required documents (questionnaire, face sheet, household interview, calendar, respondent-fee check receipt, interviewer's record of calls to respondent, case transmittal form and, if applicable, employer supplements) are included with the case and have matching case identification numbers. All documents for each case are placed in a labeled file jacket and are batched for routing to the coding department. Those cases randomly selected for validation are placed in specially marked batches for priority handling.

The coding function has always occupied a vital position in NORC's approach to data reduction. The coder's mission is:

(1) To prepare each questionnaire for data entry by performing a complete case edit. The NLSY coder examines all case documents and, by applying a series of editing conventions, visually prepares the case for rapid data entry. The complete case edit, one step in the overall data reduction process, not only facilitates data entry, but it also serves to refine the quality of the data.

(2) To identify retrieval errors committed by interviewers. During the case edit, the coders also flag any retrieval errors observed in the questionnaire. A description of the retrieval problem and the hardcopy questionnaire are forwarded to the NLS retrieval shop for further processing.

(3) To provide feedback about interviewer performance.

(4) To accomplish occupation, geographic and education coding. Occupation, geographic, and education coding are assigned to selected coders. The occupation coders apply Bureau of the Census codes to civilian occupations using both the 1970 and 1980 editions of the **Classified Index of Industries and Occupations** and the **Alphabetical Index of Industries and Occupations.** Military occupations are classified by NORC according to the Department of Defense occupation codes. The Federal Information Processing Standards (FIPS) codes are used for geographic coding. Finally, NORC assigns the Federal Interagency Committee on Education (FICE) code number to those colleges or universities attended by the NLS respondent, as well as a numerical code identifing the respondent's major field of study and subspecialty.

Retrieval. NORC retrieves missing and inconsistent data for critical items. The need for retrievals has been quite low and steadily declining. NORC centralizes the retrieval function in its central offices, and has established a retrieval shop of specially trained telephone interviewers who retrieve crucial items.

Data Entry. "Front-end" cleaning on entered data is performed as follows: (1) create on-line tables for valid value and range checks as the data are being entered; (2) perform logic checks or simple arithmetic checks; (3) flag important missing items without halting processing of the case; 4) validate a key check digit (part of the Case ID Number on NLS); and (5) perform automatic routing, i.e., avoid entry of skipped fields and thereby greatly speed the entry process on the NLS.

These functions prevent keying of invalid values, but they also identify earlier errors made by interviewers and/or coders and thus become an important source for feedback from the Data Entry Supervisor to supervisors of feeder tasks.

Cleaning. The EDIT software can make a wide range of logic checks. It accepts boolean logic, nested conditions, bi-directional filter statements, and more. Although many dependencies across items in the instruments are inherent in the questionnaire design, an intense effort is made to identify additional relationships throughout survey processing. In the NLSY, extensive use is made of dates in several sections and the pattern and sequence of the gaps between and across dates is carefully checked by EDIT.

NORC consults closely with CHRR on the cleaning specifications prior to and during cleaning. The EDIT application for any survey, which typically is comprised of thousands of statements, is tested and de-bugged on live data prior to the scheduled start of cleaning.

Passes are continually run until EDIT generates the message ALL CLEAN, which means that all of the several thousand cleaning specifications have been met for all of the completed cases in the round.

3

DESCRIPTION OF THE NLS DATA

The National Longitudinal Surveys were primarily designed to analyze the sources of variation in the labor market behavior and experience of the age-sex subsets of the U.S. population represented by the samples. Thus, the information collected from the respondents in the several samples relates to variables that either represent significant aspects of labor market activity and labor market status or that are hypothesized to influence, or to be influenced by, such activity or status.

Researchers are cautioned that it is not possible within the space available in the **Handbook** to describe completely or with absolute precision the content of all the interview schedules. In order to know precisely what information is available and how it has been coded, there is no substitute for a careful examination of each survey instrument and accompanying cohort documentation.

OVERVIEW: SELECTED VARIABLES

In an effort to give the potential NLS user a general idea of the types of variables available for each cohort, selected survey questions and subject areas have been grouped into the following three major categories:

(1) labor market experience variables;
(2) human capital and other socioeconomic variables; and
(3) environmental variables.[15]

Table 2 provides a brief summary of selected variables included within each of the major categories listed above. In some cases, the variable is derived directly from the response to a specific question in the interview schedule. In other cases, the variables either have been created by the CHRR on the basis of responses to a series of questions in the survey instrument or can be so constructed by the user.

Detailed breakouts of these variables for each survey year and cohort are presented in Tables 7-11 at the end of this section. Across the top of each table are the years in which the particular cohort has been surveyed and in the stub are listed some of the variables which have been measured in any of the years. An asterisk (*) in any cell indicates that the information for the designated variable was obtained for the particular cohort in the indicated year. Precise definitions for each variable can be found in the documentation for the relevant cohort.

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[15] Environmental variables for the four original cohorts have been added, utilizing information from the decennial census, on the basis of characteristics of the labor market areas in which the respondent resides. Census Bureau confidentiality rules severely limit the availability of such geographic information. On the other hand, geocode information for the NLSY is far more extensive; see pgs. 20-21 for a full description of the several available geocode tapes and Appendix A for special limitations governing their distribution.

Table 2
Selected Variables by Cohort

Variable Type	Cohort(s)
I. Labor Market Experience Variables	
Current Labor Force & Employment Status	All Cohorts
Characteristics of Current or Last Job	All Cohorts
Work Experience Prior to Initial Survey	All Cohorts
Work Experience Since Previous Survey	All Cohorts
Characteristics of All Jobs Since Last Interview	Y
II. Human Capital & Other Socioeconomic Variables	
Early Formative Influences	All Cohorts
Migration	All Cohorts
Education	All Cohorts
Training Outside Regular School	All Cohorts
Government Jobs & Training Programs	Y
Health & Physical Conditions	All Cohorts
Marital & Family Characteristics	All Cohorts
Financial Characterisitics	All Cohorts
Military Service	M, YM, Y
Job Attitudes/Perspectives	All Cohorts
Educational & Occupational Aspirations/Expectations	M, YW, Y
Other Social/Psychological Variables	All Cohorts
Retrospective Evaluation of Labor Market	Y
Retirement	M, W
Hypothetical Job Offer	All Cohorts
Volunteer Work	M, W, YW
Significant Others	Y
School Discipline	Y
Delinquency & Drugs	Y
Reported Police Contacts	Y
Time Use	Y
Child Care	W, YW, Y
Finding Current Job	Y
III. Environmental Variables	
Current Residence	All Cohorts
Local Labor Market Characteristics	All Cohorts

M = Older Men YM = Young Men Y = Youth
W = Mature Women YW = Young Women

NOTE: The categories of variables listed in this table reflect those utilized in the detailed Tables 7-11 and are not necessarily consistent across cohorts. For example, child care questions for the original cohorts can be found under "Marital and Family Characteristics" while NLSY child care variables are listed under "Child Care."

SPECIAL ASPECTS OF NLS DATA

The sampling design utilized for all five NLS cohorts offers researchers a unique opportunity to study in detail related individuals (i.e., husbands/wives; fathers/daughters; mothers/sons; siblings; etc.) sharing the same or different household(s). In addition, special data collections conducted exclusively with the NLSY as well as constructed data files provide users with detailed topical data on: (1) weekly work histories; (2) geographic-environmental data; (3) high school survey and transcript information; (4) test scores from the Armed Services Vocational Aptitude Battery (ASVAB); (5) supplemental fertility data; (6) alcohol and substance abuse; (7) child assessment data; and (8) merged child-mother data.

What follows is a description of each of these data as well as additional resource materials which potential users may wish to consult. While some of these data are provided within the main file of the relevant cohort, others are separate files and must be ordered separately.

Multiple Respondent Households

A number of households selected for both the original four cohorts as well as the NLSY yielded more than one respondent. The cross-indexing system utilized by both the Census Bureau and NORC which links households and respondents permits identification of such related respondents or 'pairs'.

Original Cohorts. Table 3 lists the relationship identifications which existed among the four original cohorts at the time of the initial surveys. A Multiple Respondent Identification Package covering the first three survey years for each cohort is available to researchers interested in utilizing this unique aspect of the NLS. Contained within this 'package' is the following information: (1) a respondent identification number within the particular cohort; (2) an identification number for the household from which the respondent was originally selected; (3) the identification number of other respondents (in the same or other cohorts) who were selected from the same household; (4) a summary listing of relationship code categories and frequencies; and (5) some of the decision rules used to select these pairs. These cross-cohort matches represent unique samples for a number of research topics, but should be used with caution since they typically include demographically non-representative matches. For example, father-daughter matches include fathers who were at least 45 years of age in 1966 and daughters who were no more than 24 in 1968.

Table 3

Multiple Respondent Households in the Initial Survey Years of the Original Cohorts

1. Older Men/Mature Women	506 pairs
husband/wife(same household)	492 pairs
father/daughter (same household)	11 pairs
brother/sister (same household)	3 pairs
2. Mature Women/Young Women	1848 pairs
mother/daughter (same household)	1540 pairs
mother/daughter (different household)	308 pairs
3. Young Men/Young Women	2398 pairs
brother/sister (same household)	1243 pairs
brother/sister (different household)	571 pairs
husband/wife (same household)	574 pairs
husband/wife (different household)	10 pairs

4. Mature Women/Young Men	1671 pairs
mother/son (same household)	1620 pairs
mother/son (different household)	51 pairs
5. Older Men/Young Women	988 pairs
father/daughter (same household)	963 pairs
father/daughter (different household)	25 pairs
6. Older Men/Young Men	1099 pairs
father/son (same household)	1039 pairs
father/son (different household)	60 pairs
7. Young Men	
brothers (same household)	902 pairs
8. Young Women	
sisters (same household)	949 pairs

NLSY. Since all individuals ages 14-21 residing in a selected household were chosen as respondents, the NLSY includes interviews with over 2,400 household units in which two or more siblings were part of the sample. Of the 11,406 civilian respondents interviewed in 1979, there were 5,776 respondents who had one or more siblings who were also respondents. There were 3,336 respondents who lived in a household with one other NLSY sibling; 1,705 with two; 591 with three; 126 with four; and 18 with five. In addition, the NLSY includes a subset of approximately 300 matched husband-wife respondents. NLSY information on multiple respondents is available within the NLSY documentation.

Special Data Collections

Supplemental Geocode Data. Certain information relating to the geographic location of NLSY respondents is not included on the main data file since it contains individual county and state specifications which, in conjunction with other respondent information, might allow identification of a specific individual.

The following supplemental data tapes providing geographic variables from the NLSY main file along with selected variables from the COUNTY AND CITY DATA BOOK 1972, 1977, and 1983 are available to researchers willing to insure the confidentiality of these data:

(1) The 1979-82 NLSY geocode tape contains approximately 2,200 variables including: the state, county, and SMSA of current residence; all residences since January 1, 1978; state or country of birth; current employer's state and county location; and a wide variety of county-level and SMSA-level environmental variables such as population size, labor force statistics, median income, educational characteristics, and crime rates extracted from the 1972 and 1977 COUNTY AND CITY DATA BOOK.

(2) The 1983-86 NLSY geocode tape contains around 300 variables including: the state, county, and SMSA/MSA of current residence; a select number of county-level environmental variables such as population size, labor force statistics, median family income, educational characteristics, and crime rates extracted from the 1983 COUNTY AND CITY DATA BOOK; as well as a few geographic variables from the NLSY 1983-86 surveys, i.e., location of military base, location of most recent college, and FICE code of most recent college.

The 50 states, the District of Columbia, and outlying areas of the United States (e.g., Puerto Rico, Guam) were coded using the Federal Information Processing Standards (FIPS) Publication 5-1. These standardized codes allow the researcher the opportunity to easily merge NLSY data with other data bases.

Geocode license agreements must be signed by individual researchers as well as representatives of their respective organizations prior to purchase of any geocode file. Appendix A contains copies of the Geocode Licensing Requirements as well as the License Agreement which must be signed in triplicate and returned to the NLS Public Users' Office along with a Tape Documentation Order Form.

Additional information (i.e, variable descriptions and tape creation procedures) can be found in the following: (1) Documentation for the NLSY 1979-1982 Geocode Data File; and (2) Documentation for the NLSY 1983-86 Geocode Data File.

Child Assessment Data. With the support of the NICHD and several private foundations (the Carnegie, Ford, Grant, Hewlett, Rockefeller, and Sloan Foundations, and the Foundation for Child Development), the 1986 survey included the administration of an extensive battery of assessment instruments to the children of female NLSY respondents. These assessment materials encompassed cognitive, socio-emotional and physiological aspects of the child's development as well as information about the quality of the child's home environment. Table 4 describes the measures which were obtained for each child of appropriate age in the household.

During the 1986 survey round, assessments were completed with 4,971 children, or about 95 percent of eligible children whose mothers were interviewed in 1986. There are relatively large samples of children at all child ages below 11 and for all maternal ages below 28. It should be emphasized, however, that most of the older children were born to young mothers, reflecting the age constraints of the sample. The sample of children may be considered as representative of all children born to a nationally representative cross-section of women 21 to 28 in 1986 or all children so far born to women who were 14 to 22 when first interviewed in 1979.

These data will be released in the fall of 1987 as a Child Assessment Raw Item File containing approximately 1,500 variables (item responses) to the various assessment instruments. Assessment scores based on these raw data will be provided on the Merged Child-Mother file described on page 28. While the file is constructed with the child as the unit of observation, identification numbers of both the child and mother will be provided to facilitate use with the Merged Child-Mother data file as well as with other NLSY files.

The data on this raw file are exactly as collected by NORC and not always consistent with the assessment data and scores included on the CHRR Merged Child-Mother data file. The data on the merged file have undergone a series of internal consistency checks, whereas the data on this raw file have not. Given the many currently undefined uses of the data, it was felt to be preferable to leave the raw assessment data unchanged so that individual researchers could alter the original data in a manner consistent with their needs. There are, however, eleven variables that have been cleaned and these revised variables are included at the end of each case. These variables include the child's age and interview dates.

Copies of the relevant interview schedules, the Mother and Child Supplements, as well as the main 1986 questionnaire, can be obtained by completing the documentation section on the tape order form. A Children of the NLSY handbook will be published separately and will provide descriptive documentation of the child assessments, more complete explanations of created variables, and details concerning interviewer training and field work.

Table 4

Child Assessment Instruments

1. **Home Observation for Measurement of the Environment (HOME).**
This set of scales measures the nature and quality of the child's developmental environment. Some of the items are maternal self-reports, while others are interviewer observations. There are three versions: for infants (birth to two years); preschool children (three years-five years); and elementary-aged (six years and older) children. The instrument yields: a total score reflecting the quality of the home environment and mother-child relationship; two general indicators of emotional support and cognitive stimulation; and measures of several processes of the home environment.

The infant version consists of six categories: maternal emotional and verbal responsivity; maternal acceptance of, and involvement with her child; materials for play; organization of the environment; and variety of stimulation. The preschool version consists of eight categories: maternal warmth and acceptance; organization of the environment; variety of stimulation; modeling of maturity; learning, language, and academic environmental processes; and avoidance of harsh discipline. The elementary version also consists of eight categories: maternal responsivity; emotional climate; organization of the environment; modeling of maturity; family participation in growth experiences; paternal involvement; opportunities for growth; and provision for active stimulation.

2. **Body Parts.**
This scale measures the preschooler's (aged one to two years) oral verbal knowledge or vocabulary. This is a potential predictor of later verbal intelligence. For each of ten body parts, the interviewer asks the child to point to that part of his or her body.

3. **Peabody Picture Vocabulary Test (PPVT).**
This test measures the child's hearing vocabulary of Standard American English. The interviewer says a word and the child, aged three years or older, points to one of four pictures which best portrays the meaning of the word. The difficulty level of the words increases as the child goes through the test.

4. **Memory for Location.**
This test measures the child's short-term memory. The child, aged eight months to three years, 11 months, watches as a figure is placed under one of two to six cups. The cups are screened from view for zero to 15 seconds; the child then selects the cup hiding the figure. Items have increasing levels of difficulty due to the increased number of alternative cups and/or the increased length of time during which the cups are hidden from view.

5. **McCarthy Scale of Children's Abilities: Verbal Memory Subscale.**
This assessment of short-term verbal memory consists of two parts. First, the child aged from three years to six years, 11 months repeats words or sentences said by the interviewer. Second, the child listens to and then retells the essential aspects of a short story. This measures the child's ability to remember verbal material over a short time span.

6. **Wechsler Intelligence Scale for Children-Revised: Digit Span Subscale.**
There are two parts to this measure of short-term memory for children aged seven and older. First, the child listens to and repeats a sequence of numbers said by the interviewer. In the second part, the child listens to a sequence of numbers and repeats it in reverse order. In both parts, the length of the sequence of numbers increases as the child responds correctly.

7. **Peabody Individual Achievement Test (PIAT): Math Subscale.**
This subtest measures ability in mathematics as taught in mainstream education. It consists of 84 multiple-choice items, each with four options, and increasing in difficulty. It begins with such early skills as recognizing numerals and progresses to measuring advanced concepts in geometry and trigonometry. The child, aged five and older, looks at a problem and then points to the answer.

8. **Peabody Individual Achievement Test (PIAT): Reading Recognition Subscale.**
This subtest measures ability in oral reading. It contains 84 items, each with four options, which range in difficulty from preschool to high school levels. Skills assessed include matching letters, naming letters, and reading single words aloud. Children aged five years old and older read a word silently and then say it out loud. Entry into this subtest is determined by the PIAT Math score.

9. **Peabody Individual Achievement Test (PIAT): Reading Comprehension Subscale.**
This subtest measures the ability to derive meaning from printed words that are read silently. For each of the 66 items of increasing difficulty, the five year old or older child silently reads a sentence once and then selects one of four pictures which best portrays the meaning of the sentence. Entry into this subtest is determined by the PIAT Reading Recognition score.

10. **Temperament.**
This set of maternal-report scales measures the temperament or behavioral style of children under age seven. 'How my infant usually acts' addresses the activity, predictability, fearfulness, positive affect, and irritability of the zero-11 month old child. 'How my toddler usually acts' addresses the fearfulness, positive affect, and irritability of the 12-23 month old child. 'How my child usually acts' measures the compliance, affect, attachment, and sleep problems of children aged two years to six years, 11 months. For all children, the interviewer also rates the child's shyness at first meeting, shyness at end of session, cooperation with assessment, interest and motivation during assessment, persistence during assessment, and attitude about and rapport with the interviewer during the assessment.

11. **Behavior Problems Index.**
This is a rating scale completed by the child's mother concerning six areas of problem behavior of children aged four years and older. The three-choice items rate the child's antisocial, anxious/depressed, hyperactive, stubborn/parental conflicting, immature/dependent, and social withdrawing/peer conflicting behavior.

12. **Perceived Competence Scale for Children/Self-Perception Profile.**
This self-report magnitude estimation scale measures the child's perceived competence in the academic skill domain and the child's sense of general self-

worth. Children aged eight years and older answer the questions in these two domains by first selecting one of two alternatives describing how they usually act, and then by indicating how true that alternative is of themselves.

13. **Motor and Social Development.**
This scale measures developmental milestones in the areas of motor, cognitive, communication, and social development. One overall developmental score covers the ages from birth to 3 years, 11 months. The items are age-graded.

High School & Transcript Surveys. A survey of the last secondary school attended by civilian NLSY respondents was conducted in 1979. Designed to supplement both subjective respondent information on educational experiences from the main survey as well as data from the transcript survey (described below), the school survey gathered information on each school's grading system, course offerings, dropout rate, student body composition, and faculty characteristics and qualifications, as well as scores from a variety of intelligence and aptitude tests.

Beginning in 1980, with funding from the National Center for Research in Vocational Education, transcript information (high school course titles and course descriptions) for civilian NLSY respondents who were expected to complete high school within the United States began to be collected. By the end of the 1983 round, transcript data had been completed for 77 percent of NLSY civilian respondents.

Additional information on both the school and transcript surveys can be found in the "High School Transcript Survey: Overview and Codebook" which contains background information, the survey instruments, a codebook, and bibliography of resource materials. The complete transcript record is provided with all 1979-84 and 1979-85 main files. Researchers who purchased earlier full year releases or single year files and who wish to obtain the updated transcript data only, may purchase a Transcript Update File.

Profile of American Youth. Profiles is the term used to describe the Profile of American Youth study which was conducted in 1980 with the NLSY. In this study, the Armed Services Vocational Aptitude Battery (ASVAB) was administered to a total of 11,914 civilian and military NLSY respondents, representing a completion rate of approximately 94 percent. The study was sponsored by the Department of Defense and the Military Services in cooperation with the Department of Labor.

The purpose of the Profile of American Youth was to obtain current data on the vocational aptitudes of youth and to update national norms for the ASVAB. Previously, military recruits had been compared statistically to adult males tested during World War II. The Department of Defense and Congress, after questioning the appropriateness of using the World War II reference population as the primary basis for interpreting the enlistment test scores of contemporary recruits, decided in 1979 to conduct this new study.

The NLSY respondents were selected since they comprised an already existing nationally representative sample of young people ages 16 to 23. The test was administered by NORC representatives according to strict guidelines conforming to standard ASVAB procedures. Groups of five to ten persons were tested at more than 400 test sites that included hotels, community centers, and libraries throughout the United States and abroad.

The ASVAB consists of a battery of ten tests that measure knowledge and skill in the following areas: (1) general science; (2) arithmetic reasoning; (3) word knowledge; (4) paragraph comprehension; (5) numerical operations; (6) coding speed; (7) auto and shop information; (8) mathematics knowledge; (9) mechanical comprehension; and (10) elec-

tronics information. A composite of items two, three, four, and part of five are used to construct an AFQT (or Armed Forces Qualifications Test) score for each youth. The NLSY main file contains thirty-three Profiles variables, including individual number scores, scale scores, and standard errors for each of the ten sections, along with sampling weight, test disposition, and high school graduate status at Profiles testing. "Attachment 106" of the NLSY documentation provides general and technical information as well as an annotated bibliography of related publications. Profile data are provided within the main NLSY data file.

Alcohol Use & Substance Abuse. With funding from the National Institute on Alcohol Abuse and Alcoholism, questions were included in the 1982-1985 NLSY surveys which focused on the development of drinking patterns, consumption of various alcoholic beverages, and the impact of alcohol use on school work and/or job behavior. In addition, an extensive set of questions on substance abuse, funded by the National Institute on Drug Abuse, was included in the 1984 survey. Information was collected on respondents' use of cigarettes and marijuana, as well as illicit and prescribed use of amphetamines, barbituates, tranquilizers, and other drugs. Questions included monthly use of marijuana over the years 1979-1984, lifetime use of marijuana and other illicit drugs, age at first use, and substance abuse on the job.

For more information, users should consult the 'Alcohol Use' and 'Drugs' sections for the survey years listed above as well as other components of the NLSY documentation. Various reports utilizing these data are listed in the several NLS annotated bibliographies. A CHRR research report by Joan Crowley entitled, "Demographics of Alcohol Use Among Young Americans: Results from the 1983 National Longitudinal Surveys of Labor Market Experience of Youth" (April 1985), includes not only a discussion of the demographics/occupational patterns of drinking, but an assessment of the consistency of responses between several survey years. A recently released report by Mensch and Kandel explores the quality of the NLSY drug data.

Constructed Data Files

Workhistory. Released for the first time in 1985, a Workhistory tape is available which provides researchers with a week-by-week longitudinal work record of the labor force attachment of each NLSY respondent from January 1, 1978 through the current survey date. The Workhistory tape contains approximately 4,184 employment-related variables. The week-by-week variables are arranged in three primary arrays: (1) an array comprised of the weekly labor force/military status of each respondent; (2) an array containing the usual hours worked per week at all jobs; and (3) a dual job array consisting of up to four job numbers for any weeks in which the respondent worked at more than one job.

In addition to these weekly arrays, the following job-specific variables are included for up to five jobs for each survey year for each respondent: usual hours worked per day and per week at each job; usual hourly wage; usual earnings for each job; occupation and industry codes; job tenure at each job; class of worker; military start and stop dates; whether each job is a government-sponsored job; whether wages or salary of a given job were set by collective bargaining; start and stop dates for periods not working for an employer and for periods not working between jobs.

Designed to be used in conjuction with the main NLSY data tape, the Workhistory tape contains respondent identification number, NLSY sample type, and birth date for each respondent. Documentation for the Workhistory tape includes: (1) a listing of the PL/I program which created the tape; (2) variable descriptions; (3) format specification; and (4) a discussion of the Workhistory program logic and procedures.

Fertility Data & the Supplemental Fertility File. The main NLSY data file includes a complete pregnancy history for female respondents as well as a record of live births for male respondents. In addition, data are available for varying years on the following fertility-related topics: ideal-wanted-expected number of children; dates of pregnancy losses and deaths of children; the wantedness status of each pregnancy; current contraceptive use; age at first intercourse; age at menarche; participation in a sex education course; and use of abortion.

Table 5 summarizes these various types of fertility data by survey year. Other related data within the NLSY include complete feeding histories, birthweight and length of gestation, marriage history, and child care during the first three years of life for all live births to women. The relevant interview schedules and documentation should be consulted for the exact wording of questions as well as appropriate universes.

In 1982, with funding from NICHD, an extensive effort to improve the internal consistency and accessibility of the NLSY fertility data was initiated and resulted in the production of a supplemental file of constructed and edited fertility variables. Based on a review of discrepancies in the longitudinal data record, the edited variables include revisions to dates of birth, gender, usual living arrangements, and dates of death for all respondent's children. The constructed variables include a variable evaluating the consistency of the longitudinal fertility record as well as a number of variables commonly used in fertility research: age at first marriage; age at first birth; spacing in months between births; and spacing between marriage and first birth.

A supplemental fertility file has been constructed each year since 1982 and appears as a separate file on the main NLSY tape. The 12,686 respondents in the file are sequentially ordered by public identification number to facilitate merger with the main NLSY data file. Variables through the 1984 survey round reflected the fertility histories of the male respondents and the pregnancy histories of the female respondents. In 1985, updates to the fertility supplement were made on a subset of the live births variables for female respondents only. In 1986, a complete update was performed.

Several background reports by Frank L. Mott are available on the development of the supplemental fertility file and on related fertility issues. Users should consult the Technical Publications listing in Section 4.

Merged Child-Mother Data. This data set combines information from the 1979-86 NLSY surveys with the 1986 NLSY child assessment data. The unit of observation in the file is each of the 5,876 biological children ever born to the 3,322 mothers in the youth cohort as of 1986.

The file contains approximately 3,000 variables, including information on: each child's family background; maternal marital history; family employment and education; household composition; prenatal and postnatal care; maternal attitudes, and selected items and scores from the child assessment data. While some information is cross-sectional, many variables create a profile of the child at the date of each of the mother's interviews or at "key points" in the child's life. These key lifecycle points are defined generally as: (a) 12 months prior to the child's birth; (b) nine months prior to the child's birth (beginning of pregnancy); (c) date of birth of child; and (d) successive 12-month post-birth intervals ending with the 1986 interview date. Table 6 briefly describes the types of variables included within the file.

Release of the Merged Child-Mother Data File is expected in the fall of 1987. A descriptive guide for the two Children of the NLSY files will be published, with funding from the Foundation for Child Development, during 1988. It will provide descriptive documentation on the child assessments, more complete explanations of created variables, caveats relating to limitations in the data, and details concerning interviewer training and field work.

Table 5

Fertility-Related Data in the NLSY

1979:	(1)	Date of birth for each live birth
	(2)	Question on ideal, wanted, and expected number of children. When is next child expected?
1980:		Update (date of birth) for all live births since 1979 survey
1981:		Update (date of birth) for all live births since 1980 survey
1982	(1)	Complete retrospective on all pregnancies for female respondents and all live births for male respondents
	(2)	Question on ideal, wanted, and expected (years or months until next) number of children
	(3)	Date of birth, death, sex, and current residence for all live births
	(4)	Dates for all pregnancy losses (including number of months pregnant) for female respondents
	(5)	Retrospective reports on whether contraception was being used and whether each pregnancy was "wanted" for female respondents
	(6)	Contraceptive use in last month
1983	(1)	Update on all pregnancy/live birth information reported in 1982; complete retrospective for all non-interviews in 1982
	(2)	Question on expectations, years or months, to next birth
	(3)	Age at first intercourse
	(4)	Intercourse in past months/contraception use in past month
	(5)	Update on wantedness information for female respondents
1984	(1)	Update on all pregnancy/live birth information reported in 1983
	(2)	Question on expectations, years or months, to next birth
	(3)	Update on age at first intercourse
	(4)	Contraceptive use in past month
	(5)	Sequence on sex education in school
	(6)	Update on wantedness information for female respondents
	(7)	Age at menarche, all female respondents
	(8)	Confidential report on abortion, female respondents
1985	(1)	Update on pregnancy/live birth record
	(2)	Question on expectations, years or months, to next birth
	(3)	Contraceptive use in past month
	(4)	Update on wantedness information for female respondents
	(5)	Update on menarche
	(6)	Update on age at first intercourse
1986	(1)	Update on pregnancy/live birth record
	(2)	Contraceptive use, frequency in past month
	(3)	Expectations, years or months, to next birth
	(4)	Update on wantedness information for female respondents

Table 6

Merged Child-Mother Variables

1. Key Linkage Variables. These items enable the user to connect the child-mother file with information attached to the mother on the main NLSY tape, the Workhistory tape, the Geocode tape, and the Fertility tape. Identification codes also enable the user to link children with other children on the child-mother file as well as with other female relatives of the child's mother on the main tape.

2. Child Background Information. Demographic items for each child include sex, race, date of birth, birth order, date of 1986 assessment, and age and grade at the 1986 child assessment date.

3. Child Family Background & Environment. Characteristics of the child's immediate family and environment include sex, race, and age of parents and siblings, measures of maternal intelligence, and mother's residence, religion and church attendance.

4. Background of Maternal Family of Origin. These variables describe the education, prior employment, and residence of the mother's family of origin. Most of this information comes from the 1979 and 1980 interviews.

5. Maternal Marital History. These variables enable the user to determine if the child's mother was ever married or ever divorced as well as the status and the number of mother's marriages at key points in the child's life.

6. Child's Family Employment History. Created primarily from the NLSY Workhistory tape, these variables provide information about the child's family employment record. Some variables are tied to each of the mother's interview dates while others describe the mother's quarterly (13 week intervals) employment activity starting one year prior to the child's date of birth and ending with the 1986 interview date.

7. Education & Competence. Educational background of child's parents and other adult members of household as of each of the mother's interview dates.

8. Maternal Household Composition. These variables describe the nature of the NLSY mother's household at the time of each date of interview. Some variables may describe the composition of the mother's household prior to the birth of a particular child.

9. Child Household Composition. These variables describe the household of the child at each of the mother's interview dates.

10. Child Care 1986. This mother report from the 1986 survey gives the types of current child care arrangements for each child in the household, the overall expenditure for current care, and a retrospective of child care experiences during first 3 years of life for all children (of at least 1 year of age) born to the respondent.

11. Maternal Health History. These items include maternal physical traits as well as the nature and duration of limitations on mother's activity at each interview date.

12. Child Prenatal Health History. Information about mother's health and prenatal care during the pregnancy leading to the child's birth are provided.

13. Child Postnatal Health History. Information on gestation, birth weight, infant feeding practices, illnesses and well baby care during the period immediately following birth, through the 1st year of life are taken from the mother's longitudinal record and attached to each child.

14. Maternal Deviance History. This category refers to mother's self-reports of drug use, delinquency, and police contacts from the 1980 survey, and self-reports of alcohol use 1982-85.

15. Maternal Attitudes, Expectations, Aspirations. Maternal birth expectations, measures of locus of control and self-esteem, and attitudes about work, school, and women's roles.

16. 1986 Child Assessment Measures. Assessments of the cognitive, socioemotional and physical aspects of each child's development as well as the quality of the child's home environment. Measures of the testing conditions are also included.

SELECTED VARIABLES BY SURVEY YEAR AND COHORT

Table 7
Selected Variables by Survey Year: Older Men 45-59 in 1966

Variable	66	67	68	69	71	73	75	76	78	80	81	83
I. LABOR MARKET EXPERIENCE VARIABLES												
A. Current Labor Force and Employment Status												
Survey week labor force and employment status	■	■	■	■	■	■	■	■	■	■	■	■
Hours worked in survey week	■	■		■	■			■			■	
Weeks worked (time frames vary)	■	■	■	■	■	■	■	■	■	■	■	■
Usual hours worked during weeks worked	■	■	■	■	■	■	■	■	■	■	■	■
Weeks unemployed (time frames vary)	■	■	■	■	■	■	■	■	■	■	■	■
Spells of unemployment in past year	■	■		■	■							
Weeks out of labor force (time frames vary)	■	■	■	■	■	■	■	■	■	■	■	■
B. Characteristics of Current or Last Job												
Occupation, industry, class of worker	■	■	■	■	■	■	■	■	■	■	■	■
Startdate/stopdate	■	■		■	■	■	■	■	■	■	■	■
Hours per week usually worked		■		■	■			■	■	■	■	■
Hourly rate of pay	■	■		■	■			■	■	■	■	■
Commuting time and/or costs					■			■				
Covered by collective bargaining?				■	■			■			■	
Is R union member?				■	■			■			■	
C. Work Experience Prior to Initial Survey												
Occupation, industry, class of worker, startdate, stopdate, and reason for leaving first job after leaving school	■											
Occupation, industry, class of worker, startdate, stopdate, and reason for leaving longest job since leaving school	■											
D. Work Experience Since Previous Survey												
Occupation, industry, class of worker, hours per week, startdate, stopdate, and reason for leaving intervening jobs (details vary)		■	■	■	■			■			■	
Interfirm mobility (details vary)		■	■	■	■	■	■	■	■	■	■	■
II. HUMAN CAPITAL AND OTHER SOCIOECONOMIC VARIABLES												
A. Early Formative Influences												
Nationality	■											

Selected Variables by Survey Year: Older Men 45-59 in 1966

Variable	66	67	68	69	71	73	75	76	78	80	81	83
Type of residence at age 15	•											
Person(s) R lived with at age 15	•											
Occupation of head of household when R was 15	•											
Highest grade completed by father	•											
B. Migration												
Years at current residence	•											
Comparison of birthplace to current residence	•											
Geographic mobility (details vary)		•		•	•			•				•
C. Education												
Highest grade completed	•							•				
High school curriculum	•											
College (year last attended, earned degree?, highest degree received)								•				
D. Training Outside Regular School												
Has R taken?	•	•		•	•			•			•	
Type of training	•	•		•	•			•			•	
Sponsor of training		•		•	•			•			•	
Duration	•	•		•	•			•			•	
Hours per week attended		•		•	•			•			•	
Did R complete?	•	•		•	•			•			•	
Reason decided to take		•		•	•			•			•	
Does R use training on current job?	•	•		•	•			•			•	
E. Health and Physical Condition												
Self-rating of health	•			•					•	•	•	•
Comparison of R's condition with past		•			•			•	•	•	•	•
Attitude toward health condition								•	•	•	•	•
Does health limit work?	•			•	•	•	•	•	•	•	•	•
Duration of health limitations	•			•	•			•			•	
Problems (activities, things that bother, working conditions)					•			•			•	
Medical care (eligibility for insurance benefits)											•	
Accidents (on-the-job, how?, when)								•				
Does health permit R/wife to go outdoors, use public transportation, or personal care without help?					•			•			•	

Variable	66	67	68	69	71	73	75	76	78	80	81	83
Does wife's health limit her work?	■			■	■			■			■	■
Duration of wife's limitations	■			■	■			■			■	
Does health of family members limit R's work?					■							
Does health of wife limit R's work?					■			■			■	
F. Marital and Family Characteristics												
Marital status	■	■		■	■	■	■	■	■	■	■	■
Marital history (details vary)								■			■	
Number of dependents	■	■		■	■	■	■	■	■	■	■	■
Life status of R's/wife's parents	■	■		■	■			■			■	
Number/ages of children in household	■	■		■	■	■	■	■	■	■	■	■
Family members (relationship to R, sex, age, enrollment status, weeks worked, hours per week worked, occupation) details vary	■	■		■	■	■	■	■	■	■	■	■
Unrelated household members (relationship to R, sex, age, enrollment status, weeks worked, hours per week worked, occupation, reason living together) details vary											■	■
Frequency of contact with children											■	
Wife's work experience (longest job, retirement expectations/plans)											■	
G. Financial Characteristics (details vary)												
Total net family assets	■			■	■			■			■	
Total family income	■	■	■	■	■	■	■	■	■	■	■	■
Income from farm/business	■	■		■	■	■	■	■	■	■	■	■
Wage or salary income	■	■		■	■	■	■	■	■	■	■	■
Unemployment compensation income	■	■		■	■			■			■	■
Income from supplemental unemployment benefits								■			■	
Income from rent, interest, or dividends	■	■		■	■	■	■	■	■	■	■	■
Public assistance income	■	■		■	■	■	■	■	■	■	■	■
Disability income	■	■		■	■			■			■	
SSI income								■	■	■	■	■
Total market value of food stamps received	■	■		■	■			■	■	■	■	■
Social Security income	■	■		■	■	■	■	■	■	■	■	■
Pension income	■	■		■	■	■	■	■	■	■	■	■

Selected Variables by Survey Year: Older Men 45-59 in 1966

Variable	66	67	68	69	71	73	75	76	78	80	81	83
Amount of financial assistance received from others									•	•	•	•
Income from other sources	•	•		•	•	•	•	•	•	•	•	•
H. Military Service												
Dates of service								•				
I. Attitudes/Perspectives												
How does R feel about job?	•	•		•	•			•		•	•	•
What R likes best/least about job?	•	•		•	•							
Would R continue to work if had enough money to live on?	•									•		
What is more important: high wages or liking work?	•											
Rotter Internal-External Locus of Control score				•	•			•			•	
Attitude toward women working		•			•							
Attitudes toward selected aspects of life								•	•	•	•	•
Way feeling these days?											•	•
Discrimination (R ever experienced?, type, way in which experienced)					•			•		•		
Has R progressed, held own, or moved backward?					•			•				
Have job pressures increased, decreased, or remained the same?					•			•				
J. Retirement												
Leisure activities									•		•	
Expected age of retirement	•	•		•	•	•	•	•	•	•	•	•
R's plans after retirement	•	•		•	•			•	•	•		•
Compulsory retirement plan	•	•		•	•			•	•	•	•	•
Timing of retirement [reason R retired, did employer encourage?, would R continue to work if allowed?]								•	•	•	•	•
Attitudes toward retirement					•			•	•	•	•	•
Wife's attitude toward R's retirement					•							
Friends' attitude toward R's retirement					•							
Characteristics of current employer's pension plan					•			•				
Amount of expected retirement income					•			•			•	
Geographic mobility since retirement											•	•
Retirement preparation course											•	

Variable	66	67	68	69	71	73	75	76	78	80	81	83
K. Hypothetical Job Offer (universes and details vary)												
Would R accept?	■	■		■	■			■	■	■	■	■
Hours per week would work					■			■	■	■	■	■
Rate of pay required	■	■		■	■			■	■	■	■	■
Kind of work required	■	■		■	■			■	■	■	■	■
L. Volunteer Work												
Has R done any volunteer work?									■			
Number of weeks/hours per week performed									■			
III. ENVIRONMENTAL VARIABLES												
A. Residence												
South/Non-South	■	■	■	■	■	■	■	■	■	■	■	■
Does R live in SMSA?	■	■	■	■	■	■	■	■	■	■	■	■
Mover/Nonmover status	■	■	■	■	■	■	■	■	■	■	■	■
Comparison of state, county, SMSA	■	■	■	■	■	■	■	■	■	■	■	■
B. Characteristics												
Size of local area labor force	■	■	■	■	■	■	■	■	■	■	■	■
Local area unemployment rate	■	■	■	■	■	■	■	■	■	■	■	■

Table 8

Selected Variables by Survey Year: Young Men 14-24 in 1966

Variable	66	67	68	69	70	71	73	75	76	78	80	81
I. LABOR MARKET EXPERIENCE VARIABLES												
A. Current Labor Force and Employment Status												
Survey week labor force and employment status	■	■	■	■	■	■	■	■	■	■	■	■
Hours worked in survey week	■	■	■	■	■	■			■			■
Weeks worked (time frames vary)	■	■	■	■	■	■	■	■	■	■	■	■
Usual hours worked during weeks worked	■	■	■	■			■	■		■	■	
Weeks unemployed (time frames vary)	■	■	■	■	■	■	■	■	■	■	■	■
Spells of unemployment in past year	■	■	■	■	■	■			■			■
Weeks out of labor force (time frames vary)	■	■	■	■	■	■	■	■	■	■	■	■
B. Characteristics of Current or Last Job												
Occupation, industry, class of worker	■	■	■	■	■	■	■	■	■	■	■	■
Startdate/stopdate	■	■	■	■	■	■	■	■	■	■	■	■
Hours per week usually worked		■	■	■	■	■	■	■	■	■	■	■
Hourly rate of pay	■	■	■	■	■	■	■	■	■	■	■	■
Commuting time and/or costs						■			■	■	■	■
Covered by collective bargaining?				■	■	■			■	■	■	■
Is R union member?				■	■	■			■	■	■	■
Job Characteristics Inventory	■											
Fringe benefits available									■			■
Shift worked						■				■	■	■
C. Work Experience Prior to Initial Survey												
Occupation and industry of job held during last year in high school	■											
Occupation, industry, class of worker, startdate, stopdate, and reason for leaving first job after leaving school (details vary)	■											
D. Work Experience Since Previous Survey												
Occupation, industry, class of worker, hours per week, startdate, stopdate, and reason for leaving intervening jobs (details vary)		■	■	■	■	■			■			■

Variable	66	67	68	69	70	71	73	75	76	78	80	81
Interfirm mobility (details vary)		*	*	*	*	*	*	*	*	*	*	*
II. HUMAN CAPITAL AND OTHER SOCIOECONOMIC VARIABLES												
A. Early Formative Influences												
Nationality	*											
Residence at age 14/age 18	*											
Person(s) R lived with at age 14 (details vary)	*					*						
Occupation of head of household when R was 14	*											
Highest grade completed by father/mother	*											
Were magazines/newspapers/library card available in home at age 14?	*											
Parental encouragement to continue education past high school					*	*			*			
B. Migration												
Years at current residence	*											
Comparison of birthplace to current residence	*											
Geographic mobility (details vary)	*	*	*	*	*	*			*			*
C. Education												
Current enrollment status	*	*	*	*	*	*	*	*	*	*	*	*
Highest grade completed	*	*	*	*	*	*	*	*	*	*	*	*
Reason stopped attending high school	*	*	*	*	*	*						
Is current school public?	*	*	*	*	*	*			*			*
High school curriculum	*	*	*	*	*	*			*			
High school subjects enjoyed most/least	*											
High school activities	*											
Index of high school quality	*											
Index of college quality					*	*						
College (attended, highest degree received, field of study)							*	*	*	*	*	*
College tuition (full-time amount)	*	*	*	*	*	*			*			
Financial aid in college (types and amount)	*	*	*	*	*	*	*	*	*			
Reason R left college		*	*	*	*	*						
Reason R's college plans have changed		*	*	*	*	*						

Selected Variables by Survey Year: Young Men 14-24 in 1966

Variable	66	67	68	69	70	71	73	75	76	78	80	81
D. Training Outside Regular School												
Any training or educational program (did R take?, current enrollment status, type, sponsor, duration, hours per week attended) details vary	•	•	•	•	•	•	•	•	•	•	•	•
Does R use additional training on current job?	•	•	•	•	•	•			•			
E. Health and Physical Condition												
Does health limit work?	•		•		•	•	•	•	•	•	•	•
Does health limit school activity?	•		•		•	•	•	•				
Duration of health limitations	•		•		•	•			•			•
Problems (activities, things that bother, working conditions)						•			•			•
Accidents (on-the-job, how?, when)									•			
Comparison of R's condition with past						•			•			•
Does health permit going outdoors, using public transportation, or personal care without help?						•			•			•
Does wife's health limit her work?	•		•		•	•			•			•
Duration of wife's limitations	•		•		•	•			•			•
Does others' health limit R's work? (details vary)						•			•			•
F. Marital and Family Characteristics												
Marital status	•	•	•	•	•	•	•	•	•	•	•	•
Marital history (details vary)									•	•	•	•
Number of dependents	•	•	•	•	•	•	•	•	•	•	•	•
Parents (life status, weeks worked, full-time?, occupation)	•	•	•	•								
Number/ages of children in household	•	•	•	•	•	•	•	•	•	•	•	•
Number of children R expects to have/ considers ideal												•
Family members (relationship to R, age, sex, education, weeks worked, hours per week worked, occupation) details vary	•	•	•	•	•	•	•	•	•	•	•	•
Unrelated household members (relationship to R, sex, age)										•	•	•
Household activities (responsibility for, hours per week spent on)												•
G. Financial Characteristics (details vary)												
Total net family assets	•				•	•			•			•
Total family income	•	•	•	•	•	•	•	•	•	•	•	•
Income from farm/business	•	•	•	•	•	•	•	•	•	•	•	•

Variable	66	67	68	69	70	71	73	75	76	78	80	81
Wages or salary income	*	*	*	*	*	*	*	*	*	*	*	*
Unemployment compensation income	*	*	*	*	*	*	*	*	*	*	*	*
Income from supplemental unemployment benefits									*			*
Disability income												*
Rental income												*
Interest income												*
Total market value of food stamps received										*	*	*
Income from AFDC												*
Income from public assistance										*	*	*
Amount of financial assistance received from others	*	*	*	*	*	*			*	*	*	*
Income from other sources	*	*	*	*	*	*	*	*	*	*	*	*
H. Military Service												
Ever served in?	*			*	*	*			*	*	*	*
Branch of armed forces served in	*			*		*			*			*
Months spent in armed forces	*			*		*			*			*
Military occupation held longest	*			*		*			*			*
How entered armed forces?	*			*		*			*			*
Did military service help/hurt career?						*			*			*
Rank held in armed forces				*		*			*			*
Primary training received (did R complete?, duration, type, used on current or last job?)	*			*		*			*			*
GI (VA) benefits (ever used?, type)									*			*
Draft (classification, reason rejected)		*	*	*	*	*						
Disability (discharged for?, service-connected?, compensation rating)									*			*
I. Attitudes/Perspectives												
How does R feel about job?	*	*	*	*	*	*				*	*	*
What R likes best/least about job?	*	*	*	*	*	*				*	*	*
Facet-Specific Job Satisfaction Index										*		*
Would R continue to work if had enough money to live on?				*		*						*
What is more important: high wages or liking work?	*											

Selected Variables by Survey Year: Young Men 14-24 in 1966

Variable	66	67	68	69	70	71	73	75	76	78	80	81
Would R like to receive more education or training?	•	•	•	•	•	•			•			
Educational goal/expected education	•			•	•	•			•			
What kind of work would R like to be doing at age 30?	•	•	•	•	•	•	•	•	•			
Knowledge of World of Work score	•											
Rotter Internal-External Locus of Control Score			•			•			•			
IQ score			•									
Attitude toward women working						•			•			•
Discrimination (ever experienced?, type)						•			•			
Has R progressed, held own, or moved backward?						•			•			
Have job pressures increased, decreased, or remained the same?									•			
J. Hypothetical Job Offer (universes and details vary)												
Would R accept?	•	•	•	•	•	•			•	•	•	•
Kind of work required	•	•	•	•	•	•			•	•	•	•
Hours per week would work	•	•	•	•	•	•			•	•	•	•
Rate of pay required	•	•	•	•	•	•			•	•	•	•
III. ENVIRONMENTAL VARIABLES												
A. Residence												
South/Non-South	•	•	•	•	•	•	•	•	•	•	•	•
Does R live in SMSA?	•	•	•	•	•	•	•	•	•	•	•	•
Mover/Nonmover status	•	•	•	•	•	•	•	•	•	•	•	•
Comparison of state, county, SMSA	•	•	•	•	•	•	•	•	•	•	•	•
B. Characteristics												
Size of local labor force	•	•	•	•	•	•	•	•	•	•	•	•
Local area unemployment rate	•	•	•	•	•	•	•	•	•	•	•	•
Accredited college in local area	•	•	•									

Table 9

Selected Variables by Survey Year: Mature Women 30-44 in 1967

Variable	67	68	69	71	72	74	76	77	79	81	82	84	86
I. LABOR MARKET EXPERIENCE VARIABLES													
A. Current Labor Force and Employment Status													
Survey week labor force and employment status	■	■	■	■	■	■	■	■	■	■	■	■	■
Hours worked in survey week	■		■	■	■	■	■	■	■	■	■	■	■
Weeks worked (time frames vary)	■	■	■	■	■	■	■	■	■	■	■	■	■
Usual hours worked during weeks worked	■	■	■			■	■						
Weeks unemployed (time frames vary)	■	■	■	■	■	■	■	■	■	■	■	■	■
Spells of unemployment in past year	■		■	■	■			■			■		
Weeks out of labor force (time frames vary)	■	■	■	■	■	■	■	■	■	■	■	■	■
B. Characteristics of Current or Last Job													
Occupation, industry, class of worker	■	■	■	■	■	■	■	■	■	■	■	■	■
Startdate/stopdate	■		■	■	■	■	■	■	■	■	■	■	■
Hours per week usually worked	■		■	■	■	■	■	■	■	■	■	■	■
Hourly rate of pay	■		■	■	■	■	■	■	■	■	■	■	■
Commuting time and costs	■		■		■			■			■		
Covered by collective bargaining?				■	■			■			■		
Is R union member?				■	■			■			■		
Shift worked					■			■	■		■		
Fringe benefits available								■			■		
C. Work Experience Prior to Initial Survey													
Occupation, industry, class of worker, startdate, stopdate, and reason for leaving first job after leaving school (never married Rs)	■												
Occupation, industry, class of worker, startdate, stopdate, and reason for leaving longest job since leaving school (never married Rs)	■												

Selected Variables by Survey Year: Mature Women 30-44 in 1967

Variable	67	68	69	71	72	74	76	77	79	81	82	84	86
Occupation, industry, class of worker, startdate, stopdate, and reason for leaving longest job between school and marriage	•												
Occupation, industry, class of worker startdate, stopdate, and reason for leaving longest job between marriage and first birth	•												
Occupation, industry, class of worker, startdate, stopdate, and reason for leaving longest job since first birth	•												
Number of years since leaving school R worked six months or more	•												
D. Work Experience Since Previous Survey													
Occupation, industry, class of worker, hours per week, startdate, stopdate, and reason for leaving intervening jobs (details vary)		•	•	•	•			•			•		
Interfirm mobility (details vary)		•	•	•	•	•	•	•	•	•	•	•	•
Promotions (any?, effects)												•	•
II. HUMAN CAPITAL AND OTHER SOCIOECONOMIC VARIABLES													
A. Early Formative Influences													
Nationality	•												
Type of residence at age 15	•												
Person(s) R lived with at age 15	•												
Occupation of head of household when R was 15	•												
Highest grade completed by father/mother	•												
Occupation of mother when R was 15	•												
B. Migration													
Years at current residence	•												
Comparison of birthplace to current residence	•												
Geographic mobility (details vary)	•		•	•	•			•			•		
C. Education													
Current enrollment status								•					
Highest grade completed	•							•					
High school curriculum	•												
Year of high school diploma or GED								•		•			
Math courses taken in high school										•			
College (attended, duration, hours per week attended, field of study, highest degree received)								•	•	•	•	•	•

Variable	67	68	69	71	72	74	76	77	79	81	82	84	86
D. Training													
OJT [did R take?, duration, hours per week attended, did R complete?]									•	•	•	•	•
Additional/other training or educational program [type, sponsor, duration, hours per week attended, reason took, did R complete?, certificate, use on job]	•		•	•	•				•	•	•	•	•
E. Health and Physical Condition													
Self-rating of health	•												•
Comparison of R's condition with past			•	•				•			•		•
Does health limit work/housework?	•		•	•	•	•	•	•	•	•	•	•	•
Duration of health limitations	•			•				•			•		
Problems [activities, things that bother, working conditions]				•				•			•		
Does others' health limit work? [details vary]	•		•						•	•	•	•	•
Accidents [on-the-job, how?, when]								•			•		
Does health permit going outdoors, using public transportation, or personal care without help?				•				•			•		
Does husband's health limit his work?	•		•	•				•	•	•	•	•	•
Duration of husband's limitations	•			•				•			•	•	
F. Marital and Family Characteristics													
Marital status	•		•	•	•	•	•	•	•	•	•	•	•
Marital history [details vary]	•							•			•	•	•
Husband's attitude toward R's working	•				•			•			•		
Life status of R's/husband's parents	•		•	•	•					•		•	
Number of dependents	•		•	•	•			•	•	•	•	•	•
Child acquisition history	•							•			•		
Number/ages of children in household	•		•	•	•	•	•	•	•	•	•	•	•
Child care arrangements [type, cost, preferences, attitude toward, hypothetical use, effect on work] details vary	•		•	•	•			•					
Child care [extent of responsibility]						•	•			•	•	•	
Family members [age, sex, relationship to R, date of birth, education, school enrollment, weeks worked, hours per week worked, occupation] details vary	•		•	•	•	•	•	•	•	•	•	•	•
Unemployment of husband [weeks]						•	•		•	•	•	•	•

Selected Variables by Survey Year: Mature Women 30-44 in 1967

Variable	67	68	69	71	72	74	76	77	79	81	82	84	85
Household activities (responsibility for, attitude toward, hours per week spent on) details vary	•					•	•		•	•	•	•	
Responsibility for care of chronically ill or disabled												•	
Frequency of contact with family members and friends										•			
Unrelated household members (relationship to R, sex, age)											•	•	•
G. Financial Characteristics (details vary)													
Total net family assets	•			•	•			•			•		
Total family income	•	•	•	•	•	•	•	•	•	•	•	•	•
Income from farm/business	•		•	•	•	•	•	•	•	•	•	•	•
Wages or salary income	•		•	•	•	•	•	•	•	•	•	•	•
Unemployment compensation income	•		•	•	•			•	•	•	•	•	•
Income from supplemental unemployment benefits								•			•		
Income from public assistance	•		•	•	•	•	•	•	•	•	•	•	•
Social Security income	•		•	•	•			•			•	•	•
Pension income	•		•	•	•			•			•	•	•
Disability income	•		•	•	•			•			•	•	•
Rental income	•		•	•	•			•			•		
Interest or dividend income	•		•	•	•			•			•		
Total market value of food stamps received	•		•	•	•		•	•	•	•	•	•	•
Income from AFDC	•		•	•	•						•		
Alimony payments						•	•	•	•	•	•	•	•
Child support payments						•	•	•	•	•	•	•	•
Amount of financial assistance from others											•	•	•
Income from other sources	•		•	•	•	•	•	•	•	•	•	•	•
H. Attitudes/Perspectives													
How R feels about job?	•		•	•	•			•	•	•	•	•	•
What does R like best/least about job?	•		•	•	•			•	•	•	•	•	•
Would R continue to work if had enough money to live on?	•		•		•	•	•	•		•	•	•	•
What is more important: high wages or liking work?	•		•		•			•			•		
Attitude toward women working	•				•			•			•		

Variable	67	68	69	71	72	74	76	77	79	81	82	84	86
Rotter Internal-External Locus of Control score			•		•			•					
Way feeling these days?									•	•	•	•	•
Discrimination (R ever experienced?, type, ways in which experienced, practiced by employers) details vary					•			•			•		
Has R progressed, held own, or moved backward?					•			•					
Have job pressures increased, decreased, or remained the same?					•			•					
I. Retirement													
Expected age of retirement									•		•	•	•
Will R be eligible for social security or railroad retirement benefits?									•		•		•
Characteristics of current employer's pension plan									•		•		•
Years employed in jobs covered by social security or railroad retirement											•	•	•
Eligible for other pensions (type, number of years worked on jobs)											•		•
Eligible for spouse's benefits (type)											•		•
Expected age of retirement (spouse)									•		•	•	•
Will spouse be eligible for social security or railroad retirement benefits?									•		•		•
Spouse eligible for other retirement benefits (type)									•		•		•
R or spouse have personal retirement plan?											•		•
Sources of retirement income									•		•		•
J. Hypothetical Job Offer (universes and details vary)													
Would R accept?	•		•	•	•	•	•	•		•	•	•	•
Hours per week would work	•			•	•		•	•		•	•	•	•
Rate of pay required	•			•	•		•	•		•	•	•	•
Kind of work desired	•			•	•			•			•		
K. Volunteer Work (details vary)													
Did any unpaid volunteer work?						•	•		•	•		•	
Number of weeks/hours per week participated						•	•		•	•		•	
Organization worked for						•	•		•	•		•	

Selected Variables by Survey Year: Mature Women 30-44 in 1967

Variable	67	68	69	71	72	74	76	77	79	81	82	84	86
Why volunteered?						•	•						
Activities aimed at changing social conditions?										•		•	
III. ENVIRONMENTAL VARIABLES													
A. Residence													
South/Non-South	•	•	•	•	•	•	•	•	•	•	•	•	•
Does R live in SMSA?	•	•	•	•	•	•	•	•	•	•	•	•	•
Mover/Nonmover status	•	•	•	•	•	•	•	•	•	•	•	•	•
Comparison of state, county, SMSA	•	•	•	•	•	•	•	•	•	•	•	•	•
B. Characteristics													
Size of local area labor force	•	•	•	•	•	•	•	•	•	•	•	•	•
Local area unemployment rate	•	•	•	•	•	•	•	•	•	•	•	•	•
Index of demand for female labor	•		•	•	•								

Table 10

Selected Variables by Survey Year: Young Women 14-24 in 1968

	68	69	70	71	72	73	75	77	78	80	82	83	85
I. LABOR MARKET EXPERIENCE VARIABLES													
A. Current Labor Force and Employment Status													
Survey week labor force and employment status	■	■	■	■	■	■	■	■	■	■	■	■	■
Hours worked in survey week	■	■	■	■	■	■	■	■	■	■	■	■	■
Weeks worked (time frames vary)	■	■	■	■	■	■	■	■	■	■	■	■	■
Usual hours worked during weeks worked	■	■					■	■					
Weeks unemployed (time frames vary)	■	■	■	■	■	■	■	■	■	■	■	■	■
Spells of unemployment in past year	■	■	■	■	■	■			■			■	
Weeks out of labor force (time frames vary)	■	■	■	■	■	■	■	■	■	■	■	■	■
B. Characteristics of Current or Last Job													
Occupation, industry, class of worker	■	■	■	■	■	■	■	■	■	■	■	■	■
Startdate/stopdate	■	■	■	■	■	■	■	■	■	■	■	■	■
Hours per week usually worked	■	■	■	■	■	■	■	■	■	■	■	■	■
Job Characteristics Inventory										■			
Work schedule (actual hours, days worked)										■			
Shift worked					■	■			■		■	■	■
Fringe benefits available												■	■
Hourly rate of pay	■	■	■	■	■	■	■	■	■	■	■	■	■
Commuting time and costs	■					■			■			■	
Type of training for this job											■		
Covered by collective bargaining?			■	■	■	■		■	■	■	■	■	■
Is R union member?			■	■	■	■		■	■	■	■	■	■
C. Work Experience Prior to Initial Survey													
Occupation and industry of job held during last year in high school	■												
Occupation, industry, class of worker, startdate, stopdate, and reason for leaving first job after leaving school	■												

Selected Variables by Survey Year: Young Women 14-24 in 1968

Variable	68	69	70	71	72	73	75	77	78	80	82	83	85
D. Work Experience since Previous Survey													
Occupation, industry, class of worker, hours per week, startdate, stopdate, and reason for leaving intervening jobs (details vary)		•	•	•	•	•			•			•	
Interfirm mobility (details vary)		•	•	•	•	•	•	•	•	•	•	•	•
II. HUMAN CAPITAL AND OTHER SOCIOECONOMIC VARIABLES													
A. Early Formative Influences													
Nationality	•												
Residence at age 14/age 18	•												
Person(s) R lived with at age 14	•				•								
Occupation of head of household when R was 14	•												
Highest grade completed by father	•								•				
Highest grade completed by mother	•												
Were magazines/newspapers/library cards available in home at age 14?	•												
Parental encouragement to continue education past high school				•	•								
B. Migration													
Years at current residence	•												
Geographic mobility (details vary)	•	•	•	•	•	•			•			•	
Comparison of birthplace to current residence	•												
C. Education													
Current enrollment status	•	•	•	•	•	•	•	•	•	•	•	•	•
Highest grade school completed	•	•	•	•	•	•	•	•	•	•	•	•	•
Reason stopped attending high school	•	•	•	•	•	•							
Is current school public?	•	•	•	•	•	•			•				
High school curriculum	•	•	•	•	•	•							
High school subjects enjoyed most/least	•												
High school activities	•												
Index of high school quality	•												
Index of college quality			•		•								
College (attended, highest degree received, field of study)	•	•	•	•	•	•	•	•	•	•	•	•	•
College tuition (full-time amount)	•	•	•	•	•	•			•				
Financial aid in college (types and amount)	•	•	•	•	•	•	•	•	•				

Variable	68	69	70	71	72	73	75	77	78	80	82	83	85
Reason R left college		•	•	•	•	•							
Reason R's college plans have changed		•	•	•	•	•							
Math courses taken in high school												•	
D. Training Outside Regular School													
Any training/educational program (did R take?, did R complete?, type, sponsor, reason took, duration, hours per week attended, reason not completed)	•	•	•	•	•	•	•	•	•				
Other training/educational program (did R take?, did R complete?, type, apprenticeship program, sponsor, reason took, duration, hours per week attended)										•	•	•	•
OJT (did R take?, did R complete?, duration, hours per week attended)										•	•	•	•
Program enrolled in at last interview (type, did R complete?, duration)												•	•
Is training used on current job? (universes vary)	•	•	•	•	•	•	•	•	•	•	•	•	•
E. Health and Physical Condition													
Comparison of R's condition with past			•	•		•			•			•	
Does health limit work?	•		•	•		•	•	•	•	•	•	•	•
Does health limit school activity?	•		•	•		•							
Does health limit housework?	•			•		•				•	•		•
Duration of health limitations	•		•	•		•	•	•	•			•	
Problems (activities, things that bother, working conditions)				•					•			•	
Accidents (on-the-job, how?, when)									•				
Does health permit going outdoors, using public transportation, or personal care without help?				•					•			•	
Does others' health limit R's work? (details vary)						•			•			•	
Husband's health (limits his work?, duration of limitations)	•		•	•		•			•			•	
F. Marital and Family Characteristics													
Marital status	•	•	•	•	•	•	•	•	•	•	•	•	•
Husband's attitude toward R working	•				•				•			•	
Marital history (details vary)						•			•		•	•	•
Child acquisition history (details vary)						•			•			•	•
Number of dependents	•	•	•	•	•	•			•		•	•	•
Parents (living?, weeks worked, full-time?, occupation)	•	•	•		•	•							

Selected Variables by Survey Year: Young Women 14-24 in 1968

Variable	68	69	70	71	72	73	75	77	78	80	82	83	85
Number/ages of children in household	•	•	•	•	•	•	•	•	•	•	•	•	•
Child care arrangements (type, cost) (universes and details vary)	•	•	•	•	•		•	•	•			•	
Number of children R expects to have/ considers ideal				•		•			•		•	•	•
Family members (relationship to R, sex, age, education, weeks worked, hours per week worked, occupation)	•	•	•	•	•	•	•	•	•	•	•	•	•
Unrelated household members (relationship to R, age, sex)									•		•	•	•
Household activities (responsibility for, hours per week spent on)							•		•		•	•	
G. Financial Characteristics (details vary)													
Total net family assets	•			•	•	•			•			•	
Total family income	•	•	•	•	•	•	•	•	•	•	•	•	•
Income from farm/business	•	•	•	•	•	•	•	•	•	•	•	•	•
Wage or salary income	•	•	•	•	•	•	•	•	•	•	•	•	•
Unemployment compensation income	•	•	•	•	•	•	•	•	•	•	•	•	•
Income from supplemental unemployment benefits									•			•	
Disability income									•			•	
Rental income									•			•	
Interest or dividend income									•			•	
Total market value of food stamps received									•	•	•	•	•
Income from AFDC									•			•	
Income received from public assistance									•	•	•	•	•
Alimony payments										•	•	•	•
Child support payments										•	•	•	•
Amount of financial assistance from others	•	•	•	•	•	•				•	•		•
Income from other sources	•	•	•	•	•	•	•	•	•	•	•	•	•
H. Attitudes/Perspectives													
How R feels about job?	•	•	•	•	•	•			•	•	•	•	•
What R likes best/least about job?	•	•	•	•	•	•			•	•	•	•	
Attitude toward homemaking									•	•		•	
Would R continue to work if had enough money to live on?			•		•				•			•	
What is more important: high wages or liking work?	•					•						•	

Variable	68	69	70	71	72	73	75	77	78	80	82	83	85
Attitude toward women working	•				•				•			•	
Facet-Specific Job Satisfaction Index										•			
Would R like to receive more education or training?	•	•	•	•	•	•			•				
Educational goal/expected education	•	•	•	•	•	•			•				
What would R like to be doing when 35 years old?	•	•	•	•	•	•	•	•	•	•	•	•	•
What would R like to be doing when 50 years old?											•	•	•
Knowledge of World of Work score		•											
Rotter Internal-External Locus of Control Score			•			•			•			•	
Way feeling these days?										•	•		•
IQ Score	•												
Discrimination (ever experienced?, type)					•				•	•	•	•	
Has R progressed, held her own, or moved backward?						•			•			•	
I. Hypothetical Job Offer (universes and details vary)													
Would R accept?	•	•	•	•	•	•	•	•	•			•	
Hours per week would work	•	•	•	•	•	•	•	•	•			•	
Rate of pay required	•	•	•	•	•	•	•	•	•			•	
Kind of work required	•	•	•	•	•	•	•	•	•			•	
J. Volunteer work													
Did any unpaid volunteer work?						•			•				
Hours per week worked						•			•				
Organization worked for						•			•				
Why volunteered?						•			•				
III. ENVIRONMENTAL VARIABLES													
A. Residence													
South/Non-South	•	•	•	•	•	•	•	•	•	•	•	•	•
Did R live in SMSA?	•	•	•	•	•	•	•	•	•	•	•	•	•
Mover/Nonmover status	•	•	•	•	•	•	•	•	•	•	•	•	•
Comparison of state, county, SMSA	•	•	•	•	•	•	•	•	•	•	•	•	•
B. Characteristics													
Size of local area labor force	•	•	•	•	•	•	•	•	•	•	•	•	•
Local area unemployment rate	•	•	•	•	•	•	•	•	•	•	•	•	•
Index of demand for female labor	•	•	•	•	•	•							
Accredited college in local area	•	•	•										

Table 11
Selected Variables by Survey Year: Youth 14-21 in 1979

Variable	79	80	81	82	83	84	85	86
I. LABOR MARKET EXPERIENCE VARIABLES								
A. Current Labor Force and Employment Status and Characteristics of Current/ Most Recent Job								
Survey week labor force and employment status	■	■	■	■	■	■	■	■
Occupation and industry (Census code)	■	■	■	■	■	■	■	■
Occupation (DOT code)	■							
Class of worker	■	■	■	■	■	■	■	■
Start date/stop date	■	■	■	■	■	■	■	■
Hours worked in survey week	■	■	■	■	■	■	■	■
Hours per week usually worked	■	■	■	■	■	■	■	■
Shift worked	■	■	■	■	■	■	■	
Hourly rate of pay	■	■	■	■	■	■	■	■
Commuting time to current job	■	■	■					
Covered by collective bargaining?	■	■	■	■	■	■	■	■
Is R union member?	■							
Availability of fringe benefits	■	■		■	■	■	■	■
Reason for leaving last job	■	■	■	■	■	■	■	■
Global job satisfaction item	■	■	■	■	■	■	■	■
Job satisfaction scale	■	■	■	■				
Job characteristics inventory	■			■				
Size of employer	■	■						■
Minority status of coworkers and/or supervisor		■		■				
Time R expects to stay at job	■	■	■	■				
Participation in work-study program	■	■	■	■	■	■	■	■
Job search activities and intentions	■	■	■	■	■	■	■	■
B. Work Experience since January 1, 1978, or Previous Survey								
Weeks worked	■	■	■	■	■	■	■	■
Hours usually worked per week	■	■	■	■	■	■	■	■

Variable	79	80	81	82	83	84	85	86
Number of weeks unemployed	■	■	■	■	■	■	■	■
Spells of unemployment	■	■	■	■	■	■	■	■
Weeks out of labor force	■	■	■	■	■	■	■	■
C. Characteristics of Jobs with More Than 20 Hours per Week and More Than 9 Weeks in Duration since January 1, 1978 or Previous Survey								
Occupation and industry (Census code)	■	■	■	■	■	■	■	■
Class of worker	■	■	■	■	■	■	■	■
Start date/stop date	■	■	■	■	■	■	■	■
Hours per week usually worked	■	■	■	■	■	■	■	■
Rate of pay	■	■	■	■	■	■	■	■
Covered by collective bargaining?	■	■	■	■	■	■	■	■
Is R union member?	■							
Reason for leaving job	■	■	■	■	■	■	■	■
II. HUMAN CAPITAL AND OTHER SOCIOECONOMIC VARIABLES								
A. Early Formative Influences								
Nationality and birthplace	■				■			
Ethnic self-identification	■							
Person(s) R lived with at age 14	■							
Year foreign-born Rs entered U.S.					■			
Occupations of primary male & female adult when R was 14	■							
Highest grade completed by father	■							
Highest grade completed by mother	■							
Birthplace of parents	■							
Were magazines/newspapers/library cards available in home when R was age 14?	■							
Current and past religion	■			■				
Language other than English spoken when R was a child	■							
B. Migration								
Counties of residence since January 1, 1978	■	■		■				
C. Education								
Current enrollment status	■	■	■	■	■	■	■	■
Highest grade completed	■	■	■	■	■	■	■	■
Reason stopped attending school	■	■	■	■	■	■	■	■
Date of last enrollment	■	■	■	■	■	■	■	■

Selected Variables by Survey Year: Youth 14-21 in 1979

Variable	79	80	81	82	83	84	85	86
Is [was] school public or private?	•							
High school curriculum	•	•	•	•	•	•	•	
College degree received	•	•	•	•	•	•		
Type of college attending	•	•	•	•	•	•	•	•
Field of specialization in college	•	•	•	•	•	•	•	•
College tuition	•							
Financial aid in college	•	•	•	•	•	•	•	•
Attitude toward selected aspects of high school	•							
Courses taken during last year of high school	•							
D. Vocational Training outside Regular School								
Type[s] of training	•	•	•	•	•	•	•	•
Duration of training programs	•	•	•	•	•	•	•	•
Was training completed?	•	•	•	•	•	•	•	•
Was degree, certificate or journeyman's card obtained?	•	•						
Hours per week usually spent in training	•	•	•	•	•	•	•	•
Was training related to specific job?				•	•	•	•	•
Method of financing training				•	•	•		
E. Government Jobs and Training Programs								
Participation in programs	•	•	•	•	•	•	•	•
Type of program	•	•	•	•	•	•	•	•
Satisfaction with program	•	•	•	•	•	•	•	•
Participation in program of aid on subsequent jobs	•	•	•	•	•	•	•	•
Services provided by program	•	•	•	•	•	•	•	•
Length of participation in program	•	•	•	•	•	•	•	•
Hours per week and per day spent in program	•	•	•	•	•	•	•	•
Amount of income from participating in program	•	•	•	•	•	•	•	•
Aspects liked most/least about programs	•							
Reasons for entering/leaving programs	•	•	•	•	•	•	•	•
F. Health and Physical Condition								
Does health limit work?	•	•	•	•	•	•	•	•
Duration of health limitation	•	•	•	•	•	•	•	•
Type of health problem [ICD-9 code]	•	•	•	•				
Height and weight			•	•			•	•
Health care received by children					•	•	•	•

Variable	79	80	81	82	83	84	85	86
G. Marital and Family Characteristics								
Marital status	■	■	■	■	■	■	■	■
Number of dependents	■	■	■	■	■	■	■	■
Are R's parents living?	■	■						
Occupation of father and mother in past year	■	■						
Weeks worked by father and mother in past year	■	■						
Education of family members	■	■	■	■	■	■	■	■
Occupation of spouse	■	■	■	■	■	■	■	■
Periods of living away from parents	■							
Extent spouse's work in survey year	■	■	■	■	■	■	■	■
Age at which R expects to marry	■							
Changes in marital status since January 1, 1978 or previous interview	■	■	■	■	■	■	■	■
Number and duration of marriages	■	■	■	■	■	■	■	■
Number and ages of children living in household	■	■	■	■	■	■	■	■
Expected number of children	■			■	■	■	■	■
Number of children R considers ideal	■			■				
Spouse's current and past religion				■				
Number of marriages for spouse				■				
Effect of spouse's health on R's work				■				
Health care during pregnancy (females)					■	■	■	■
Fertility history				■	■	■	■	■
Use of various birth control methods				■		■	■	■
Record of pregnancies not resulting in live births				■	■	■	■	■
H. Financial Characteristics								
Total family income in previous calendar year	■	■	■	■	■	■	■	■
Income of R (and spouse) from farm or own business in previous calendar year	■	■	■	■	■	■	■	■
Income of R (and spouse) from wages or salary in previous calendar year	■	■	■	■	■	■	■	■
Income of R (and spouse) from unemployment compensation in previous calendar year	■	■	■	■	■	■	■	■
Income from public assistance in previous calendar year	■	■	■	■	■	■	■	■
Income from food stamps in previous calendar year	■	■	■	■	■	■	■	■
Income from pensions and Social Security in previous calendar year	■	■	■	■	■	■	■	■

Variable	79	80	81	82	83	84	85	86
Income from military service in previous calendar year	•	•	•	•	•	•	•	•
Income from other sources in previous calendar year	•	•	•	•	•	•	•	•
Possession of various assets		•	•	•	•	•	•	•
Market value of assets							•	•
I. Military Service (Current or Past)								
Branch of armed forces	•	•	•	•	•	•	•	•
Months spent in armed forces	•	•	•	•	•	•	•	•
Military occupation(s)	•	•	•	•	•	•	•	
ROTC or officer training	•							
Reserve or guard activities	•	•	•	•	•	•	•	•
Pay grade and income	•	•	•	•	•	•	•	•
Type and amount of military training	•	•	•	•	•	•	•	
Formal education received while in service	•	•	•	•	•	•	•	
Number and relationship of family members who have served on active duty					•			
Participation in VEAP	•	•	•	•	•	•	•	
Attitude toward military service	•	•	•	•	•	•	•	
Future military plans	•	•	•	•	•	•	•	
Why entered military		•	•	•	•	•	•	
Reason for leaving military		•	•	•	•	•	•	
Contact with military recruiters	•	•	•	•	•	•	•	
Type of discharge		•	•					
Enlistment/reenlistment bonuses received	•	•	•	•	•	•	•	
Civilian job offer at time of discharge?		•	•	•	•	•	•	
Return to same employer after active duty with reserves or guard?		•	•	•	•	•	•	
J. Work Attitudes								
Would R continue to work if had enough money to live on?	•							
Characteristics of job R is willing to take (Rs unemployed or out of labor force)	•	•	•	•	•	•	•	•
Reaction to hypothetical job offers	•							
K. Educational and Occupational Aspirations and Expectations								
Would R like to receive more education/training? Type?	•							
How much education desired and actually attain?	•		•	•				
What kind of work would R like to be doing at age 35?	•			•				

Variable	79	80	81	82	83	84	85	86
Expectation of achieving occupational goal	■			■				
L. Other Social/Psychological Variables								
Knowledge of World of Work score	■							
Rotter Internal-External Locus of Control score (4 items)	■							
Attitude toward women working	■			■				
Rosenberg self-esteem (10 items)		■						
M. Retrospective Evaluation of Labor Market Experience								
Perception of age discrimination	■			■				
Perception of race discrimination	■			■				
Perception of sex discrimination	■			■				
Reason for problems in obtaining employment	■			■				
N. Significant Others								
Person having most influence on R	■							
Responses of significant other to various situations	■							
O. School Discipline								
Ever been suspended from school? Date		■						
Ever been expelled from school? Date		■						
P. Delinquency and Drugs								
Activities within last year (20 items)		■						
Income from illegal activities within last year		■						
Alcohol consumption in last 7 days				■	■	■	■	
Alcohol consumption in last 30 days				■	■	■	■	
Drug use							■	
Q. Reported Police Contacts								
Number of times stopped by police		■						
Number of times booked or arrested		■						
Number of convictions		■						
Charges of which R has been convicted		■						
Number of times incarcerated. Date of release		■						
R. Time Use								
Use of time at work, in regular school, in government training, in other training, in looking for work, sleeping and watching TV, and on household chores and child care			■					
S. Child Care								
Arrangements while at school/work/training				■	■	■	■	■
Cost per week				■		■	■	■

Selected Variables by Survey Year: Youth 14-21 in 1979

Variable	79	80	81	82	83	84	85	86
Number of hours and/or days per week				*	*	*	*	*
T. Finding Current Job								
R looking for work or employed when found job				*				
Methods of job search used				*		*	*	*
Job offers rejected				*				*
Desired characteristics of job sought				*		*	*	*
III. ENVIRONMENTAL VARIABLES								
Place of birth (South-Nonsouth)	*							
Residence at age 14 (South-Nonsouth)	*							
Region of residence	*	*	*	*	*	*	*	*
Current residence urban or rural	*	*	*	*	*	*	*	*
Current residence in SMSA	*	*	*	*	*	*	*	*
Unemployment rate of local labor market	*	*	*	*	*	*	*	*
State of birth	*							
State or country of residence at age 14	*							
Birthplace of parents/state or country	*							

4

THE PUBLIC-USE TAPES AND THE NLS CLEARING HOUSE

Under its contract with the Department of Labor, CHRR has the responsibility for making revised NLS data tapes and documentation available to the research community at the (marginal) cost of producing them. In addition, CHRR serves as a clearinghouse for on-going research generated by the NLS as well as for problems discovered within the data files and/or documentation. This section provides a brief overview of the products and services available to the NLS public user.

NLS DATA FILES

Original Cohorts

Currently available data files for the original cohorts include: the 1966-1983 surveys of the Older Men; the 1967-1984 surveys of the Mature Women; the 1966-1981 surveys of the Young Men; and the 1968-1983 surveys of the Young Women. New public data releases expected during September 1988 include: the 1985 Young Women's survey and the 1986 Mature Women's survey.

The data file for each of the original cohorts includes the cumulative record for the cohort up through the release date. For example, the current release for the cohort of Mature Women would include all data from the 1967-1984 surveys. At each new release date for a given cohort, the data file is revised to include not only the additional survey year but also corrections to any errors in the data.

The tape format for the original cohorts consists of one logical record containing all the data accumulated for a given respondent. The length of each record is determined by the number of variables for each respondent which is constant for a given release. Users should assume that the logical record size will appproximate 20,000 to 32,000 for each of the original cohorts. To facilitate retrieval, each variable, with the exception of such split variables as income and sampling weight, has a uniform length of four characters or bytes. Missing data are uniformly coded as discussed in Appendices B and C.

NLSY

NLSY data files covering all survey years (1979-1986) as well as, for those who wish to update existing files, the two most recent survey years are currently available. In addition, the following tapes, designed to be used in conjunction with the main file, are available: the 1979-86 Workhistory tape; the 1979-1986 Geocode tapes; the 1986 Child Assessment Raw Item File; and the 1986 Merged Child-Mother Data File. These constructed data files and other special data collections which have been conducted with the NLSY are described in detail in Section 3. No additional NLSY public tape releases are scheduled prior to September 1988.

NLSY data are organized into logical subfiles or record types. This structure allows many of the variables relating to the same topic for all years to be physically located in a single record type in a single file. Each of these record types (e.g., family background, employment, income and assets, child care, etc.) has 12,686 records or "cases"; each variable ranges in length from two to seven characters. The respondent identification code is the first variable in each file and each file is ordered by this ID. Even if the respondent is a non-interview in a particular year, the case occurs in the file. Standardized coding conventions for missing responses are utilized throughout the youth data set (see Appendices B and C).

Table 12 on the following page presents the file name for each of the 50 NLSY record types, as well as a brief description of the type of information and the number of variables contained within each. Questions which have not been asked in each survey year are included in the survey year specific miscellaneous files. Prospective users should be aware that every item relating to a particular subject area will not necessarily be found in the record type with the appropriate generic name.

Tape Ordering Information

To purchase any of the NLS data files, the Tape/Documentation Order Form at the end of this section should be completed and returned to the NLS Public Users' Office. Both the original cohort and the NLSY files are available in a variety of coding conventions, labeling and density options; maximum blocksize should be indicated for NLSY orders. Users ordering any of the original cohort files at 1600 BPI should be aware that this results in files requiring three to four reels of magnetic tape. Single year NLSY data can be provided either as a flat file or as multiple record type files. In addition, both single year and all survey year data are available as SIR (Scientific Information Retrieval) export files. Appendix B presents a more detailed look at characteristics of the NLS data files.

A check or purchase order number must accompany each order. All tape orders include complete sets of documentation. Additional sets of documentation can be purchased by completing the appropriate section of the Tape/Documentation Order Form.

NLS DOCUMENTATION

The following is a brief description of the primary components of the NLS documentation package (i.e., the Codebook, KWIC and Numeric Indices), as well as other documents of use to the NLS researcher. A "Quick Reference Guide" for utilizing the NLS codebook and indices, along with sample pages and a glossary of terms, can be found in Appendix C.

Key Components of the Documentation Package

1. **Codebook.** The codebook is the principal element of the documentation system containing information that is intended to be complete and self-explanatory for each variable in the file. The codebook depicts for each variable: a reference number; variable description; variable number; coding information; frequency distribution; as well as a reference to the questionnaire item. Derivations for created variables as well as select universe information is also provided.

   The variables are arranged in a uniform pattern in each codebook. They are first grouped according to survey year. Within each survey year, those variables picked up directly from the questionnaire appear first, arranged in item-number sequence, followed by the created variables (derived from one or more questionnaire item). In general, codebooks cover all survey years of a given cohort with the exception of the NLSY in which a codebook for both the most recent survey year as well as one covering all years is available.

Table 12

NLSY Record Types

FILE	NAME	NUMBER OF VARIABLES	TYPE OF FILE INFORMATION
1	COMMON	(58)	Common Demographic Information: ID, Date of Birth, etc.
2	KEYVARS	(199)	Created Key Variables 79-86
3	FAMBKGN	(179)	Family Background 79-86
4	MARRIAGE	(222)	Marital History 79-86
5	CPS	(375)	Current Labor Force Status/Current Population Survey 79-86
6	JOBS	(84)	Employment 79-86
7	JOBINFO	(1040)	Job Information - Employer Supplement 79-86
8	PERIODNW	(1085)	Period Not Working - Employer Supplement 79-86
9	LASTINFO	(351)	Information Sheets - Collected at Last Interview 80-86
10	SCHOOL	(141)	Regular Schooling 79-86
11	BIRTH85	(680)	Birth Record and Fertility 85
12	INCOME	(1044)	Income and Assets 79-84, Income 85-86
13	ASSETS	(44)	Assets 85-86
14	BIRTHREC	(1431)	Birth Record and Fertility 82-84
15	CRFBIO	(126)	Children's Record Form, Part A - Biological Children 85-86
16	CHILDREN	(38)	Fertility 79-81
17	BIRTHREC86	(1080)	Birth Record and Fertility 86
18	CRFNBIO	(60)	Children's Record Form, Part B - Nonbiological Children, 85-86
19	HHRECORD	(720)	Household Record 79-86
20	BTWNJOBS	(290)	Period When R Was Not Working or in the Military 79-86
21	DGRECERT	(66)	Degrees and Certifications 79-84
22	M79VAR	(858)	Miscellaneous - Non Longitudinal Items 79
23	M80VAR	(542)	Miscellaneous - Non Longitudinal Items 80
24	M81VAR	(548)	Miscellaneous - Non Longitudinal Items 81
25	M82VAR	(749)	Miscellaneous - Non Longitudinal Items 82
26	M83VAR	(727)	Miscellaneous - Non Longitudinal Items 83
27	M84VAR	(838)	Miscellaneous - Non Longitudinal Items 84
28	M85VAR	(632)	Miscellaneous - Non Longitudinal Items 85
29	M86VAR	(564)	Miscellaneous - Non Longitudinal Items 86
30	GOVJOBS	(875)	Government Jobs - Employer Supplement 79-86
31	PROFILES	(33)	Profiles - Armed Services Vocational Apptitude Battery (ASVAB)
32	SCHLSURV	(96)	School Survey
33	TRANSURV	(320)	Transcript Survey
34	MILITARY	(1269)	Military 80-86
35	TRAINING	(224)	Other Training 79-86
36	GOVTRAIN	(611)	Government Training 79-86
37	CHILDCAR	(535)	Child Care 82-86
38	HEALTH	(208)	Health 79-86
39	DRUGS	(157)	Drug Use 84
40	ALCOHOL	(45)	Alcohol Use 82-85
41	ILLEGAL	(71)	Delinquency, Drugs, and Reported Police Contacts 80
42	JOBFIND	(353)	Job Search 81, Job Find 82, and Job Search 86
43	JOBSB478	(12)	Last Job Lasting 2 Weeks or More 79
44	JOBSCHL	(23)	Work Experience Prior to 11/1/78 79
45	ATTINFLN	(9)	Attitude of Influential Person towards R'S Decisions 79
46	ATTJBOFR	(22)	Attitudes toward Hypothetical Job Offers 79
47	ATTITUDE	(103)	Attitudes toward Work, Self, Traditional Roles 79-84
48	INTRMK	(128)	Interviewer Remarks 79-86
49	TIMEUSE	(219)	Time Spent Working, Going to School, Training, etc. 81
50	FERTILITY	(232)	Supplemental Fertility Tape 79-85

2. **Numeric Index.** This index is a complete list of all variables arranged in the sequence as they appear on the tape. It includes the variable description and the other information contained in the KWIC Index (described below). The fact that one can enter this index with tape location and ascertain the information necessary to find the variable in the codebook or in the questionnaire makes it particularly useful to programmers.

3. **KWIC Index.** This "keyword-in-context" index has been designed to assist users in identifying and locating variables relevant to their research interests. It is the output of a computer program which processes as inputs: (1) a dictionary of predetermined keywords; and (2) a file containing textual descriptions (i.e., the name) of every variable for a given cohort. The program generates as output an alphabetically arranged list of the keywords, and under each, a list of all variables whose descriptions contain the keyword. Most variables appear more than once because most variables contain more than one keyword. In addition, the index provides the following cross-referencing information: the reference number; questionnaire number; survey year; and the record type and variable location for NLSY variables. To facilitate use, a dictionary-thesaurus of all keywords cross-referenced with related terms is provided.

4. **Survey Instruments.** Copies of the actual questionnaires administered to respondents by Census or NORC interviewers.

5. **Interviewers' Reference Manuals.** Copies of the instructions given to every interviewer detailing the correct administration of each year's survey instrument.

Other Documentation

Other documentation includes supplementary interview and coding materials utilized by NORC or Census Bureau as well as documents developed by CHRR to facilitate use of the data. Other documentation for the original four cohorts includes such items as: universe listings (flow charts) for post-1977 survey years; codebook supplements containing variable derivations; household record cards; error update memos; and various other attachments. Other documentation pieces for the NLSY include: the NLSY technical sampling report; copies of each employer supplement, job calendars, and the various versions of the household interview form; flow charts, income tables, and various attachments on coding and variable creation.

Documentation Ordering Information

Various components of the NLS documentation can be purchased separately by those investigating the applicability of the NLS for their research needs. The NLS Tape/Documentation Order Form presents available documentation packages and prices. Documentation purchase prices will be subtracted, upon request, from the cost of any subsequent data file ordered.

NLS PUBLICATIONS

General Publications

The NLS Public Users' Office distributes certain materials designed to keep the research community up to date on both the current status of the surveys as well as on-going NLS research. In addition to the **Handbook**, these publications currently include:

1. **The NLS Newsletter.** A quarterly newsletter is prepared and distributed, free-of-charge, to all tape and documentation purchasers as well as to other interested persons. The newsletter contains: updates on the status and availability of the NLS data files; titles, citations, and abstracts of completed research; brief descriptions of in-progress research; and other information of general interest to the NLS research community. NLS researchers are encouraged to keep the Center informed of their completed or in-progress NLS research projects by completing the 'Call for NLS Research' form which appears in each issue of the newsletter. Those interested in subscribing to the newsletter should reference the Publication List and complete the appropriate section of the Publication Request Form.

2. **NLS Annotated Bibliographies.** CHRR actively maintains an up-to-date archive of completed NLS research. The first annotated bibliography of NLS research, spanning research completed from the mid-60s to the mid-80s, was compiled by CHRR staff and published by Lexington Books in 1985.

This initial volume (**The National Longitudinal Surveys of Labor Market Experience: An Annotated Bibliography of Research**, by Kezia V. Sproat, Helene Churchill, and Carol Sheets. Lexington, Massachusetts: Lexington Books, Inc., 1985) contains over 800 abstracts of NLS-based journal articles, working papers, and dissertations. Each entry is numbered, arranged by author's last name, and indexed by subject, title, cohort, and co-author(s).

Updates to the 1985 volume are published yearly by CHRR. The **1987 NLS Bibliography Update** is currently available and contains approximately 400 entries of recently completed research as well as earlier research not included in the initial bibliography. The **Update** is distributed for a nominal fee (one dollar) and may be ordered by completing the Publication Request Form.

3. **NLS Research Summaries.** A bibliography data base is currently being developed by CHRR which will allow retrieval of NLS research citations by author, cohort, or keyword. Designed to assist the NLS researcher in reviewing work conducted to date on selected topics and/or given cohorts, research summaries will be provided at no cost to NLS public users. More information on accessing this service will be provided in the Winter 1988 edition of the NLS newsletter.

Technical Publications

Certain technical reports, issued by both CHRR and/or other NLS-affiliated research organizations, are available to researchers desiring more detailed information on the design and development of the NLS

1. "Attrition and the National Longitudinal Surveys of Labor Market Experience: Avoidance, Control, and Correction." Patricia Rhoton (1984).

2. "Technical Sampling Report, National Longitudinal Survey of Labor Force Behavior," M.R. Frankel, H.A. McWilliams; and B.D. Spencer, NORC (August 1983).

3. "Household Screening Interviewer's Reference Manual, National Longitudinal Survey of Labor Force Behavior," NORC, (August 1978)

4. "High School Transcript Survey: Overview and Codebook," NCRVE & CHRR.

5. "Profiles of American Youth: Attachment 106. General and Technical Information on the 1980 Administration of the Armed Services Battery (ASVAB) to Respondents of the NLSY."

6. "Fertility-Related Data in the 1982 National Longitudinal Survey of Work Experience of Youth: An Evaluation of Data Quality and Some Preliminary Analytical Results," Frank L. Mott (1983).

7. "Evaluation of Fertility Data and Preliminary Analytical Results from the 1983 (5th Round) Survey of the National Longitudinal Survey of Work Experience of Youth," (1985)

8. "Selected Tables: National Longitudinal Survey Youth Cohort," Frank L. Mott (May 1987).

Additional technical publications designed to facilitate use of the NLS in general as well as the children of the NLSY data files in particular will be issued during 1988.

Research Reports

CHRR maintains a repository of over 200 NLS research reports issued over the past 20 years by the Center's research staff. These reports include the major cohort volumes prepared under contract by the Center for the Department of Labor as well as other special reports and conference papers generated by CHRR investigators. Users interested in acquiring CHRR publications should consult the Publication List beginning on page 66. Newly released publications available through the Center are announced on a continuing basis in quarterly editions of the NLS newsletter.

Publication Ordering Information

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User Problem Identification

As research proceeds with the NLS data files, questions may arise concerning suspected errors in the tapes or the documentation. Users who identify what they believe to be errors in the content of the data files are urged to write to CHRR. The user should identify the problem as precisely and in as much detail as possible. The following types of specific information should be provided: (1) a brief statement of the problem; (2) the variables in question identified by reference number; (3) the universe of respondents; and (4) the name and telephone number of the person to be contacted in the event further information is required. A copy of the computer output which gave rise to the question would facilitate CHRR resolution.

CHRR Problem Resolution & Error Notification

CHRR will investigate all problems brought to its attention and make every effort to notify the public user in a timely manner of the problem's resolution. All known errors with corrections are announced in the quarterly newsletter. In addition, when substantive errors are discovered, CHRR will notify in person all persons who previously purchased

5. "Profiles of American Youth: Attachment 106. General and Technical Information on the 1980 Administration of the Armed Services Battery (ASVAB) to Respondents of the NLSY."

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the data file in question. Researchers who acquire NLS data from other sources are encouraged to notify the NLS Public Users' Office that they wish to receive such error update notification. If the error is of major consequence, an update tape with the corrected variable(s) is provided free of charge to CHRR purchasers.

User Forum

Users are encouraged to communicate not only with CHRR staff but with other NLS users via the **User Forum**, a regular feature of the NLS newsletter. The **User Forum** publishes user concerns, along with CHRR responses, on issues deemed to be of widespread interest to the NLS research community. Users' comments on problems encountered in accessing and utilizing NLS tapes and/or documentation as well as other issues should be addressed to the NLS Public Users' Office.

NLS PUBLICATION LIST

The following is a listing of the publications and research reports which are available from the NLS Public Users' Office. Asterisked items are provided free of charge. The remaining items are available at a charge of $1 per report or, in the case of the Major Cohort Reports, $1 per chapter. Please order using the Publication Request Form which appears at the end of this section. To insure prompt receipt of requested items, the publication number for each item should be utilized. Please enclose payment and correct shipping address with order.

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Technical Sampling Report, National Longitudinal Survey of Labor Force Behavior. M.R. Frankel, H.A. McWilliams, and B.D. Spencer, NORC (August 1983) 1007

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The Pre-Retirement Years, Volume I: A Longitudinal Study of the Labor Market Experience of the Cohort of Men 45-59 Years of Age. Herbert S. Parnes, Belton M. Fleisher, Robert C. Miljus, Ruth S. Spitz, et alia. 1968.

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Appendix A

GEOCODE LICENSING REQUIREMENTS AND AGREEMENT

NLSY Geocode Data Tapes: License Agreement Requirements

To protect the confidentiality of respondents, certain information collected within the NLSY is not included on the public use data tapes. Some of this additional information concerning geographic data is available for research on two separate data tapes: (1) the 1979-1982 NLSY geocode data tape; and (2) the 1983-1986 NLSY geocode data tape. Complete descriptions of each tape appear in Section 3 of the 1987 **NLS Handbook.**

Licensing Procedure

These geocode data tapes are available only to those researchers who agree to protect the anonymity of the respondents. Before these data tapes will be released, license agreements for the use of the geographic data tapes must be signed by:

(1) an official representative of the researcher's institution such as the president, vice-president, or other administrative officer authorized to contractually bind the institution;

(2) the designated control individual(s) at the institution; and

(3) The Ohio State University Research Foundation.

The designated control individual(s) should be the person(s) actually using the data; additional control individual(s) could be the individual(s) in the computer operation responsible for physically handling the data tapes.

Persons interested in purchasing either or both tapes should return three (3) copies of the license agreement, each with original signatures, as well as an order form with tape specifications, to the NLS Public Users' Office, Center for Human Resource Research, 650 Ackerman Road, Suite A, Columbus, Ohio 43202.

If tape purchasers identify additional variables from an NLSY questionnaire which were not included on the public data tapes, they should contact the NLSY Data Archivist at the Center for Human Resource Research about accessing such data.

LICENSE AGREEMENT FOR THE USE OF

NATIONAL LONGITUDINAL SURVEY

YOUTH DATA TAPE WHICH INCLUDES

GEOGRAPHIC MICRO-DATA ("DATA TAPE")

This agreement applies to:

(Unless one of the boxes below is checked, the agreement applies to both data tapes).

☐ 1979-1982 NLSY Geographic micro-data tape

☐ 1983-1986 NLSY Geographic micro-data tape

WHEREAS, the Center for Human Resource Research of The Ohio State University and NORC of the University of Chicago have collected data on computer tapes called data tapes for the United States Department of Labor under the Comprehensive Employment and Training Act, the Job Training Partnership Act, and the Youth Employment and Demonstration Act; and

WHEREAS, all participants and respondents in said study were informed that results of the study will be made public only in summary and statistical form so that individuals that participated cannot be identified; and

WHEREAS, we intend to protect all participants and respondents in that "all information that would permit identification of respondents or their households will be regarded as strictly confidential, will be used only for the purposes of the study and will not be developed or released for any other purpose without prior consent, except as required by law"; and

WHEREAS, NORC and the Center for Human Resource Research wish to make the data tape(s) available for research purposes but only if used and protected in accordance with the principles stated above, it is hereby agreed between _____ _____ (Tape Recipient's Institution) and The Ohio State University Research Foundation that:

1. Tape Recipient will use the data tape(s) which includes geographic micro-data solely for research purposes and agrees to abide by the principles stated above and agrees

that any results or information obtained as a result of research connected with these data will be published only in summary or statistical form so that individuals who participated in the study recorded on the tape(s) cannot be identified.

2. No data tapes or related information containing geographic micro-data will be released to any individual, organization or person other than recipient except as provided under this agreement. Data tape(s) for the recipient will be under the control of _____

_____.

3. No copy will be made of the data tape(s) except by a person authorized by the control individual identified in item 2 to have access. Then a copy will be made only when necessary for the purposes permitted by this agreement. This agreement will be signed by each additional control individual(s) and will be retained by the recipient institution.

4. No use will be made of any of the information contained on the data tape(s) in any direct or indirect way, so as to identify an individual or other entity who is recorded on the tape(s).

5. No listings of information from individual records will be published or otherwise released. No statistical tabulations or research results will be released which reveal in any manner the identity of any employers, schools, relatives, persons, or entities. The object is to ensure that identification of any of these is prevented and to protect the confidentiality of all information provided by each recipient.

6. Tape Recipient shall indemnify and hold harmless The Ohio State University, The Ohio State University Research Foundation, NORC, U.S. Department of Labor, Center for Human Resource Research, and any employees or agents of the same against any and all claims for damages, demands, and all other actions and all expenses and costs arising from such demands whatsoever arising from the release of the data tape(s).

7. The tape(s) will be destroyed when the work of the control individual is completed or if the control individual ceases to work for the recipient institution unless other arrangements are agreed to in writing.

8. Recipient agrees that all information from the tape(s) will be protected under the Privacy Act of 1974, as amended.

9. Tape Recipient agrees to the above through his/her institution's duly authorized representative signing below:

Tape Recipient's Institution: _____

_____
Signature of Authorized administrative officer of Recipient's Institution

_____
Title

_____
Address

_____

_____ _____
Telephone Date

_____
Signature of control individual identified in Item 2

_____
Address

_____

_____ _____
Telephone Date

_____
Signature of additional control individual identified in item 3 (if any)

_____
Address

_____

_____ _____
Telephone Date

The Ohio State University Research Foundation

_____ _____
Signature Date

8/1/87

Appendix B

CHARACTERISTICS OF NLS DATA FILES

Characteristics of NLS Data Files

In revising the data files, CHRR has been guided by the objective of making them readily usable by the largest possible number of researchers. The coding of a number of variables has been standardized across surveys and across cohorts. In this section, the major characteristics of the revised data files are described. The first section describes the original four cohorts, followed by a description of the NLSY.

GUIDELINES FOR DATA MANAGEMENT FOR ALL COHORTS

On the basis of a survey conducted among potential purchasers of the revised NLS data files, it appears that most researchers who acquire the files want to revise them by reformatting, subsetting, or creating new variables. Since CHRR can accept responsibility only for the tapes and documentation which it has supplied, users who intend to modify the data should develop a set of standard operating procedures to guarantee the integrity of the tapes furnished by CHRR. The following guidelines are suggested:

1. A copy of each original tape should be made as soon as possible.

2. Changes should never be made in a tape received from CHRR; rather, a new tape should be produced and changes made on the copy.

3. All modifications should be carefully documented; programs and program specifications should be saved.

4. New output tapes should be used for all subsequent revisions. The data set name should identify the generation number and cohort of each file.

5. The addition of locally created variables will usually entail expansion of the logical record length. Since many users will later wish to obtain future versions of the data files from CHRR, which will contain both new variables and corrections to existing variables, user-designed modifications should be planned with flexibility in mind.

6. In subsetting, interrelationships among variables should be kept in mind.

7. The codebook should be kept up to date.

8. Any technical problems encountered in using the data tapes should be reported to the NLS Public Users' Office within six months after receipt of the tapes.

ORIGINAL FOUR COHORTS

Tape Format

Several alternative tape formats are available to accommodate a wide variety of computer processing installations. The standard options, identified on the NLS Tape/Documentation Order Form, involve various combinations of alternative tape recording and coding techniques. In all cases, however, one logical record will contain all the data accumulated for a given respondent. The length of each record is determined by

the number of variables for each respondent which, of course, is constant for a given release. Thus, every release of the women's cohort, for example, will consist of 5,083 fixed-length records.

Variable Attributes

In order to facilitate retrieval of the data, each variable on the revised public-use tapes has a uniform length of four characters (bytes). Variable numbers (Vbl#) have been assigned to identify the relative location of each variable within a record. While additional variables will be added in subsequent releases of the data tapes, these will be assigned new variable numbers. Variable numbers, once assigned, will not be changed unless it is necessary to do so to correct an error. The absolute address of a given variable can be determined very simply from this information.

The following FORTRAN example, which is applicable only to the BCD and EBCDIC option, illustrates the advantages of fixed length variables identified by variable numbers.

```
      REAL*4  X(1500)
      READ (2,1)  X
    1 FORMAT  (15(100F4.0))
      IF (X(530) .LE. 0.) GO TO 10
      RATIO = (X(119) + X(1485)) / X(530)
      C RATIO INVOLVES VBL#'S 119,1485, AND 530
   10 CONTINUE
```

Several other conventions have been uniformly followed in order to facilitate data processing:

1. The <u>only</u> characters which occur on the tapes are: -, 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9.
2. All values are represented as integers. Some variables (e.g., HOURLY RATE OF PAY) may have an implied decimal, but no fractions occur.
3. Codes are padded with high-order zeroes.
4. Negative codes are indicated by a minus sign (-) in the leftmost byte.

Split Variables

An apparent contradiction to the fixed-length rule is the fact that some variables have values which require more than four characters. To accommodate these variables, two contiguous variables locations are used to contain the data. Except for the sampling weight (seven characters), the only variables that exceed four characters as of the present writing are certain monetary variables.

In a split variable, the leftmost location contains the thousands portion of the value; the rightmost location contains the remainder. When the value is negative, both "subvariables" contain a minus sign. To illustrate, if variable numbers 57 and 58 identify a split income variable, then

```
INCOME = 1000 * X(57) + X(58)
```

would determine the true value of the variable. The following table illustrates how representative values are coded as split and as nonsplit variables.

Representation of Some Typical Values Encoded in BCD and EBCDIC

Value	Variables X(I)	Variables X(I + L)	Nonsplit Variables X(I)
0	0000	0000	0000
8	0000	0008	0008
1000	0001	0000	1000
1234	0001	0234	1234
22333	0022	0333	must be split
345678	0345	0678	must be split
-1	-000	-001	-001
-235	-000	-235	-235
-2345	-002	-345	must be split
-98765	-098	-765	must be split

Floating Point Binary

The floating point binary option is strongly recommended to those researchers whose computer installations are compatible with the IBM operating system. Users will find this option particularly attractive since it presents a core image of the data. The following FORTRAN example explains how to use this option.

```
            REAL*4  X(1300), NA, DK
            NA = -(16.**10)
            DK = -512000.
            READ (2,1) X
      1     FORMAT (13 (100A4))
C    'A'    FORMAT IS ESSENTIAL IN FORTRAN
            IF (X(17) .EQ. NA .OR. X(17) .EQ.DK) GO TO 10
            IF (X(17) .NE. 0.) ANSWER = X(223) / X(17)
      10    CONTINUE
```

The following is a PL/I example of the same problem.

```
DCL   TAPEIN FILE RECORD INPUT;
DCL   X(1300), NA, DK   FLOAT DECIMAL(6);
NA = -(16**10);
DK = -512000;
RD:  READ FILE (TAPEIN) INTO (X);
IF X(17) = NA | X(17)=DK THEN GO TO RD;
IF X(17) = 0 THEN ANSWER = X(223)/X(17);
```

In the floating point binary option there are no split variables, since none are needed. However, since there is only one version of the documentation there will be references to split variables. These should be ignored by those who have ordered the floating point binary option. In this version of the tape, the second variable location in such cases will contain hexadecimal 40404040. These locations are ideal for locally created variables.

Standardized Coding Conventions

Uniform "NA" Code. "NA" is the convention used to described the absence of a valid coded response. Substantively, "NA" can represent cases where (1) the respondent should not have a valid code since he/she was not in the applicable universe, and (2) the respondent has no valid code due to refusal, interviewer error, or coding, transcribing, or data entry error. All of these situations are coded identically with a value of -999. Split variables have -999 in each location, yielding a value of -999999. In the floating binary option, NA is uniformly coded with the value -(16.**10), or hexadecimal CB100000.

Uniform "DK" Code. "DK" is used in the codebook to refer to responses of "DON'T KNOW." Such responses have been assigned the uniform code of -987. Split variables have -987 in each location yielding - 987987. In the floating point binary option, DK is uniformly coded with the value -512000, or hexadecimal C5700000.

Multiple Entry Variables. There are a number of items in the questionnaires which permit multiple-entry responses. For example, for the question "What have you been doing in the past four weeks to find work?" enumerators were instructed to mark as many of the following methods as were mentioned by the respondent.

Checked with public employment agency
Checked with private employment agency
Checked with employer directly
Checked with friends or relatives
Placed or answered ads
Other method

For each multiple-entry variable, the individual categories are coded in a geometric progression. In the foregoing example, "public employment agency" would be coded 1; "private employment agency," 2; "employer directly," 4; "friends or relatives," 8; "ads," 16; and "other,"32. Multiple responses are then coded by adding the individual codes for each respondent which yields a unique value for each combination.

Dichotomous Variables. Dichotomous variables of a yes/no variety are uniformly coded ("Yes" = 1; "No" = 0). Other dichotomous variables have frequently been reformulated to permit this convention to be followed.

Combination Quantitative-Qualitative Variables. Some variables which are ostensibly quantitative may have several nonquantitative (categorical) responses. In such cases, the quantitative responses are represented by positive integers which equal the actual values, while the qualitative (categorical) responses are represented by negative values, beginning with -1. For example, expected age of retirement is coded as follows:

45 THRU 99 actual age
-1 already retired
-2 never plan to retire

Cross-Reference Variables. In the questionnaires, and in the Census versions of the data files, the responses to some questions were coded in such a way as to require reference to the response to another question. For example, in the case of the men, if respondent's job at the time of the 1966 survey was the longest job he had held between

leaving school and the time of the 1966 survey, the occupation of longest job was coded "same as current job." Otherwise, the actual three-digit occupation code was recorded.

In the CHRR data files, no such cross-referencing is required. In the above illustration, "occupation of longest job" is given the three-digit code of "current job" in those instances where current and longest job are the same.

Confidentiality Rules. Pursuant to Census regulations relating to confidentiality, total annual income (or any component thereof) for many survey years could not be shown if it was in excess of $50,000. Hence, all such variables were edited so that values in excess of $50,000 were coded as $50,000. In recent years this limit was raised to $75,000 to compensate for inflation.

NLSY

The large number of respondents and data items in the youth cohort clearly offers several research advantages; however, providing such data in a form that can be used effectively on a variety of computer systems is a serious problem. In order to better store, retrieve, and maintain such a large collection of data, CHRR installed a Data Base Management System (DBMS) called SIR (Scientific Information Retrieval, Chicago, Illinois). Two years were spent designing a data base structure that divided the data logically into subject areas or "record types." This new design allows variables relating to the same topic for all years to be physically located in a single record type in a single file and so reflects more closely the longitudinal nature of the data.

Repeat customers who have purchased the data on a yearly basis and wish to continue receiving the files in this single "square" file format, may do so. However, only the two most recent years files are available in this format.

Record Types

The youth data are divided into fifty logical subfiles or record types. These record types (e.g., alcohol, fertility, income, demographics, etc.) each have 12,686 records or "cases" (one per respondent), and each variable ranges in length from two to seven characters. The respondent identification code is the first variable in each file and each file is ordered by this ID. Even if the respondent is a non-interview in a particular year, the case occurs in the file. NLSY record types are listed in Section 4.

Standardized Coding Conventions

The following conventions have been adopted for the youth data set.

Code	Definition
-5	Non-interview
-4	Valid skip
-3	Invalid skip
-2	Don't know
-1	Refusal

Dichotomous Variables

Dichotomous variables of a yes/no variety are uniformly coded ("Yes" = 1; "No" = 0). Other dichotomous variables have frequently been reformulated to permit this convention to be followed.

Confidentiality Rules

To insure respondent confidentiality, any income or asset variables exceeding particular limits are truncated so that values exceeding the upper limits are converted to a set maximum value. From 1979 through 1984, the upper limit on income variables was $75,000, and any amounts exceeding $75,000 were converted to $75,001. Beginning in

1985, the upper limit on income amounts was increased to $100,000 due to inflation and the advancing age of the cohort, and amounts exceeding $100,000 were converted to $100,001. During that same survey year, specific questions on assets owned by the NLSY respondents were added to the survey. The asset amounts have different upper limits, and the types of variables and limits for those variables are as follows: (1) mortgage, market value, and debt on residential property and total market value of assets each worth over $500 and miscellaneous debt over $500--$150,000 converted to $150,001; (2) market value and debt on a farm or business and savings--$500,000 converted to $500,001; (3) market value and debt on vehicles--$30,000 converted to $30,001.

Appendix C

QUICK REFERENCE GUIDE: NLS DOCUMENTATION

NLS Documentation: Item Descriptions

The following are brief definitions of the various types of information which appear within the NLS codebooks, KWIC and numeric indices. Wherever possible, reference is made within each definition to the two illustrative examples from the original cohort and NLSY codebooks which appear on page 202 of this appendix. While these descriptions focus primarily on items found within the codebooks, both the numeric and KWIC indices, as well as other NLS documentation, contain similar reference items.

Coding Conventions (Missing Responses):

The following coding conventions for missing responses apply to the original cohorts: "NA" denotes the uniform nonresponse code; "DK" denotes the uniform "Don't Know" code; and "# NEGATIVE" denotes the uniform number of negative codes exclusive of "NA" and "DK." Appendix B contains a more detailed discussion of these original cohort missing response categories. Five codes are utilized with NLSY data: (1) noninterview (-5); (2) valid skip (-4); (3) invalid skip (-3); (4) don't know (-2); and (5) refusal (-1).

Coding Information:

Appearing below the variable description in each codebook entry is a section containing the set of legitimate codes that a variable may assume along with a text entry describing the codes. Code entries can either be:

(1) discrete (categorical), as in the case of the NLSY example ACTIVITY MOST OF SURVEY WEEK CPS ITEM 81 INT

1	WORKING
2	NOT AT WORK
3	LOOKING FOR WORK
4	KEEPING HOUSE
5	GOING TO SCHOOL
6	UNABLE TO WORK
7	OTHER

or (2) continuous (quantitative), as in the case of the original cohort example HOURLY RATE_OF_PAY AT CURRENT_OR_LAST_JOB_81 *KEY*.

0 THRU 9998 ACTUAL DOLLARS AND CENTS (2 implied decimal places)

1-99	600-699
100-199	700-799
200-299	800-899
300-399	900-999
400-499	1000 +
500-599	

Where coding information is especially complex and detailed, codebook entries will refer the user to various "attachments" to the codebook.

Derivations:

The decision rules employed in the creation of constructed variables have been included, whenever possible, in the codebook under the title "DERIVATIONS". This information is designed to enable researchers to determine whether available constructs are appropriate to their needs. In the case of the illustrative NLSY variable, ACTIVITY MOST OF SURVEY WEEK CPS ITEM 81 INT, no derivation is shown because this variable is picked up directly from the interview schedule. In the original cohort example, HOURLY_RATE_OF_PAY AT CURRENT_OR_LAST_JOB_81 *KEY*, the derivation describes in detail the items of the interview schedule used to create the variable. In certain cases, the codebook will refer the user to a variable creation appendix for the decision rules that were used in creating a variable, since the creation is too extensive to be included in the codebook.

Description of Variable:

Adjacent to each reference number is a phrase which: (1) provides a brief summary of the content of the variable; (2) serves as a heading for the cases which appear below it; and (3) represents the variable within the KWIC and numeric indices. The underscoring between words found in the original cohort entries, e.g., HOURLY RATE_OF_PAY AT CURRENT_OR_LAST_JOB 81 *KEY*, enables the computer to read and sort a string of words as one index word.

Several conventions have been used in developing the variable descriptions:

(1) When the description of a variable includes the phrase XX INT, as in the illustrative NLSY codebook entry, this means that the variable relates to the indicated survey year. When a date follows a verbal description of a variable without being preceded by the preposition "in", the date identifies the year of the survey in which the relevant information was collected (see first example below). When a date follows a verbal description of a variable and is preceded by the preposition "in 19XX", the date identifies the calendar year for which the relevant information was collected (see the second example below). To ascertain exact time periods covered, users should consult the wording of the questionnaire item and the time at which the survey was conducted must be ascertained.

NUMBER OF WEEKS_WORKED IN PAST YEAR, 1967 is the number of weeks worked in the 12 month period preceding the 1967 survey.

NUMBER OF WEEKS_WORKED IN 1980 is the number of weeks worked in calendar year 1980 (ascertained in the 1981 survey).

(2) If two ostensibly identical variables differ only in that they refer to different universes of respondents, the universe definitions are depicted in the following ways:

(a) for original cohort entries: universe information is appended in parentheses to the variable description: i.e.,

HAS RESPONDENT BEEN SEEKING EMPLOYMENT DURING PAST FOUR WEEKS (UNEMPLOYED 81); or

HAS RESPONDENT BEEN SEEKING EMPLOYMENT DURING PAST FOUR WEEKS (OLF 81)

(b) for NLSY entries: universe information is included either in parentheses within the titles, as illustrated above, or added to the text of the title as space allows, i.e.,

FEMALE-NUMBER OF CHILDREN R HAS HAD SINCE LAST INTERVIEW? 83 INT (a universe of only female respondents).

(3) Dichotomous variables are usually put in question form. For example, DID RESPONDENT WORK AT ALL SURVEY_WEEK_81?

File Name:

In the extreme right hand column of each NLSY entry is listed the file name or record type for each variable. In the case of ACTIVITY MOST OF SURVEY WEEK CPS ITEM 81 INT, that variable is located in the CPS file, one of the 50 files on the NLSY tape.

Frequency Distribution:

In the case of discrete (categorical) variables, frequency counts are normally shown to the left of the code categories, as illustrated by the ACTIVITY MOST OF SURVEY WEEK variable. In the case of continuous (quantitative) variables, a distribution of the variable is presented using a convenient class interval. The format of these distributions varies. In the case of the illustrative variable, HOURLY RATE_OF_PAY AT CURRENT_OR_LAST JOB 81 *KEY*, the frequency count is straightforward. There are twelve categories; the maximum category shown is 1000 and above (since two decimal places are implied, the figure 1000 represents $10.00 and above), for which there is a frequency count of 143.

KEY Variables

These variables are important or 'key' in that they are likely to be widely used and difficult to create. They are denoted by the word *KEY* which appears within the codebooks at the end of the description of variable phrase. All KEY variables are also clustered under the reference word KEYWORD within the KWIC indices.

There are six *KEY* variables within the four original cohorts. They include: total family income; total family assets; work experience (number of weeks worked; unemployed, and out of the labor force); and hourly rate of pay. In the case of a telephone survey, however, only the hourly rate of pay variable is designated as a *KEY* variable. *KEY* NLSY variables include: number of weeks worked, unemployed, and out of the labor force since the date of the last interview and in the past calendar year, as well as total net family income in the past calendar year.

Questionnaire Item or Questionnaire Location:

Original Cohorts: QUESTION reference numbers are located in the extreme right hand column of the codebook and also appear in both the KWIC and numeric indices. Five QUESTION identifications are possible:

(1) The absence of a "QUESTION" entry indicates that a variable was not picked up directly from the interview schedule; i.e., it is a created variable. In the illustrative original codebook entry, HOURLY_RATE_OF_PAY AT CURRENT OR_LAST_JOB_81 *KEY* there is no entry in the questionnaire item space indicating that this variable is not picked up directly from the interview schedule.

(2) The convention "CH XX" is used to identify check items that occur within the survey. Their purpose is to direct the interviewer to the next appropriate question.

(3) The convention "R" denotes a reference item. Typically, reference items are grouped in a section of the survey instrument called the "Information Sheet." Information that interviewers frequently refer to during the conduct of an interview, e.g., dates, are located in this area.

(4) In some cases, only the page number ("PG") of the questionnaire on which a particular item appears is identified.

(5) Finally, in the vast majority of cases, the QUESTION reference is to a specific questionnaire item found on the survey, e.g., 22F or 3B.

NLSY: The questionnaire location for NLSY entries appears in parentheses directly after the Reference Number: for example, R 4434. (SO6D1314). Three questionnaire location conventions are used in the codebook.

(1) For the 1979 variables, the questionnaire item refers to the section and question number within that section. For example, (SO2Q01) refers to section 2, question 1.

(2) Questionnaire items for the years 1980-82 are referenced accordingly: SO6D1314 refers to section 6 of the questionnaire (SO6); deck 13 (D13); and column 14 (14).

(3) Beginning with the 1983 survey, the questionnaire item simply refers to the deck and column number of the variable in the questionnaire.

If an NLSY variable is not taken directly from the questionnaire, the questionnaire location contains an asterisk (*).

Location items on the questionnaire are depicted as follows. The deck numbers are printed at the top of each page in the survey instruments beginning in 1980. The column numbers are printed to the left of the questions. If the variable contains more than one digit, the column reference is to the first number in the column range for that variable.

Reference Number:

The reference number is a unique identification number assigned to each variable which determines its relative position within the codebook and which will remain constant through subsequent revisions of the files. Its format is Ref__#:XXXX for

the original cohorts or R XXXX for the NLSY. The reference number is the identifier to be used when communicating about a variable with CHRR.

Split Variables

Split variables for the original cohorts are indicated within the KWIC Index by a plus sign (+) to the right of the "VBL #". No illustrative example is present.

Universe Information:

Universe information for the original cohorts through surveys conducted as of 1976 is printed as separate line items in the codebook. However, not all questionnaire items asked during this period exist as "variables," although the universe information which would have appeared in these kinds of items is included in an attachment entitled "Questionnaire Items" (Attachment 1). Subsequent to 1976, universes can be tracked by referring to the "flowchart" associated with a survey conducted in a particular year, e.g., Young Women 1983 Universes.

Valid Values Range:

Depicted below the frequency distribution is information relating to the range of valid values for that particular distribution. "MINIMUM" indicates the smallest recorded value exclusive of "NA" and "DK". "MAXIMUM" indicates the largest recorded value. In the case of "HOURLY RATE_OF_PAY" this value is 2500 ($25.00).

Variable Location:

NLSY codebook entries depict the variable location directly below the file name. In the example, ACTIVITY DURING MOST OF SURVEY WEEK CPS ITEM 81 INT., the numbers 210-211 (2) indicate that the variable is in columns 210-211 and has a length of two.

Variable Number:

The variable number entry for the original cohorts, i.e., VBL #: 5198 for the HOURLY RATE_OF_PAY example, identifies the physical location of the variable on the tape.

Verbatim:

When an NLSY variable is taken directly from the questionnaire, the verbatim question appears beneath the variable description. If a question results in more than one variable, the first variable contains the verbatim and subsequent variables prompt the user to refer back to the variable containing the verbatim. The following verbatim example for the reference numbers 3194 and 3195 demonstrate this convention.

> R 3194. IN WHICH MONTHS OF 1979 DID YOU (OR YOUR HUSBAND/WIFE) RECEIVE SUPPLEMENTAL SECURITY INCOME? JANUARY
>
> R 3195. SEE R (3194.) FEBRUARY

SAMPLE PAGES: NLS CODEBOOKS

Original Cohort Codebook Entry

```
REF_#: 5267.   HOURLY RATE_OF_PAY AT CURRENT_OR_LAST JOB_31  *KEY*                VBL #: 5198

        1 THRU 9998 ACTUAL DOLLARS AND CENTS (2 IMPLIED DECIMAL PLACES)

        DISTRIBUTION OF CODES:
CODES     COUNT      CODES      COUNT      CODES      COUNT
   0          0      300-399      547      700-799      138
  1-99       21      400-499      346      800-899      124
100-199      29      500-599      310      900-999       66
200-299     120      600-699      187     1000+         143

                  # OF NA'S:  3,052
MINIMUM:     31                                MAXIMUM:    2500

        DERIVATIONS:

 DATE CHANGED: MARCH, 1983
            HRP=NA; ESR=R(5237.);
            IF R(4943.)=NA & R(4942.)¬=NA THEN R(4944.)=1;
            IF R(4943.)¬=NA THEN R(4942.)=R(4943.);
            RATE=R(4942.); UNIT=R(4944.); HRS=R(4941.); CW=R(4937.);
            IF (((CW=1 ¦ CW=2 ¦ CW>=7 ¦ CW=3) ¦ (ESR=1 ¦ ESR=2) & CW=NA)) &
            RATE¬=NA & UNIT¬=NA THEN DO;
            IF UNIT=1 THEN HRP=RATE;
            ELSE IF UNIT=2 ¦ UNIT=7 THEN HRP=NA;
            ELSE IF HRS¬=NA & UNIT>=3 & UNIT<=6 THEN DO;
            IF UNIT=3 THEN HRP= RATE/(HRS * .01); ELSE
            IF UNIT=4 THEN HRP=RATE/(HRS * .02); ELSE
            IF UNIT=5 THEN HRP=RATE/(HRS * .0433); ELSE
            IF UNIT=6 THEN HRP=RATE/(HRS * .52);
            END; END
            HRP=TRUNC(HRP+.5);
            IF HRP<1 ¦ HRP>9999 THEN HRP=NA; R(5267.)=HRP;
```

Reference Number

Description of Variable

Coding Information (continuous variables)

Questionnaire Item

Variable Number

Key Variable

Frequency Distribution

Valid Value Range

Derivations

NLSY Codebook Entry

```
R 4434.  (S06D1314 )ACTIVITY MOST OF SURVEY WEEK  CPS ITEM  81 INT                CPS
                                                                                  210-211 (2)
        NOW I'D LIKE SOME INFORMATION ON WHAT YOU WERE DOING LAST WEEK. WHAT
        WERE YOU DOING MOST OF LAST WEEK--WORKING, GOING TO SCHOOL, OR SOME-
        THING ELSE?

   4674    1 WORKING
    192    2 NOT AT WORK
    595    3 LOOKING FOR WORK
   1109    4 KEEPING HOUSE
   3746    5 GOING TO SCHOOL
     58    6 UNABLE TO WORK
    966    7 OTHER

REFUSALS(-1)   0   DON'T KNOW(-2)   0   INVALID SKIPS(-3)   0   VALID SKIPS(-4)   855   NONINTERVIEWS(-5)   491
MINIMUM:       1     MAXIMUM:       7
```

Questionnaire Location

Description of Variable

Frequency Distribution

Coding Conventions (missing responses)

Coding Information (categorical variables)

File Name

Variable Location

Verbatim

SAMPLE PAGES: NLS KWIC INDEX

Original Cohort KWIC Entries

	REF. #	VBL#	QUES#
SURVEY_WEEK_79			
SEE ALSO: EMPLOYERS, INTERFIRM, INTERVENING_JOB.			
# OF HOURS_WORKED ***** (ACTUAL)	4567.	5477	
ACTIVITY MOST OF *****	4565.	5192	1
ACTIVITY MOST OF *****, 81 (NONINTERVIEW 79)	4918.	5222	R 6
ANY REASON R COULD NOT ACCEPT A JOB *****? (UNEMPLOYED 79)	4576.	4918	4B
DAY STOPPED WORKING AT LAST_JOB HELD BTWN LAST_INTERVIEW & *****	4640.	4987	10A
DID R WORK AT ALL *****?	4566.	5193	2A
DID R WORK AT ALL *****? 81 (NONINTERVIEW 79)	4919.	5223	R 7
EMPLOYED FULL-TIME OR PART-TIME BTWN LAST INT & *****? (NOT EMPLD 79)	4577.	4919	5
EMPLOYER DURING *****, 81	4920.	5224	R 8
EVER EMPLOYED BETWEEN LAST_INTERVIEW & *****? (CHECK ITEM E)	4649.	4983	CH E
MONTH STOPPED WORKING AT LAST_JOB HELD BTWN LAST_INTERVIEW & *****	4639.	4986	10A
REASON FOR BEING ABSENT FROM JOB *****	4569.	5195	3B
HAS R ABSENT FROM HER JOB AT ALL *****?	4568.	5194	3A
HAS R EMPLOYED BTWN LAST_INTERVIEW AND *****? (CH ITEM C)	4638.	4985	CH C
YEAR STOPPED WORKING AT LAST_JOB HELD BTWN LAST_INTERVIEW & *****	4641.	4988	10A

NLSY KWIC Entries

KEYWORD = SURVEY WEEK

REF-NUM	KWIC-TITLE	SURVEY YEAR	QUESTION NUMBER	RTNAME	COLUMNS START	END	FMT
R 442.	# OF HOURS ABSENT FROM WORK DURING SURVEY WEEK CPS ITEM	79	S08Q06A	CPS	20-	21	2
R 2612.	# OF HOURS ABSENT FROM WORK DURING SURVEY WEEK CPS ITEM	80	S07Q06A	CPS	122-	123	2
R 4442.	# OF HOURS ABSENT FROM WORK DURING SURVEY WEEK CPS ITEM	81	S06D1326	CPS	224-	225	2
R 6943.	# OF HOURS ABSENT FROM WORK DURING SURVEY WEEK CPS ITEM	82	S05D1511	CPS	326-	327	2
R 9373.	# OF HOURS ABSENT FROM WORK DURING SURVEY WEEK CPS ITEM	83	Q1132	CPS	428-	429	2
R 441.	ABSENT FROM WORK AT ANY TIME DURING SURVEY WEEK? CPS ITEM	79	S08Q06	CPS	18-	19	2
R 2611.	ABSENT FROM WORK AT ANY TIME DURING SURVEY WEEK? CPS ITEM	80	S07Q06	CPS	120-	121	2
R 4441.	ABSENT FROM WORK AT ANY TIME DURING SURVEY WEEK? CPS ITEM	81	S06D1325	CPS	222-	223	2
R 6942.	ABSENT FROM WORK AT ANY TIME DURING SURVEY WEEK? CPS ITEM	82	S05D1510	CPS	324-	325	2
R 9372.	ABSENT FROM WORK AT ANY TIME DURING SURVEY WEEK? CPS ITEM	83	Q1131	CPS	426-	427	2
R 452.	ABSENT OR ON TEMPORARY LAYOFF FROM WORK SURVEY WEEK? CPS ITEM	79	S08Q08B	CPS	36-	37	2
R 2622.	ABSENT OR ON TEMPORARY LAYOFF FROM WORK SURVEY WEEK? CPS ITEM	80	S07Q08B	CPS	138-	139	2
R 4452.	ABSENT OR ON TEMPORARY LAYOFF FROM WORK SURVEY WEEK? CPS ITEM	81	S06D1341	CPS	240-	241	2
R 6953.	ABSENT OR ON TEMPORARY LAYOFF FROM WORK SURVEY WEEK? CPS ITEM	82	S05D1526	CPS	342-	343	2
R 9383.	ABSENT OR ON TEMPORARY LAYOFF FROM WORK SURVEY WEEK? CPS ITEM	83	Q1147	CPS	444-	445	2
R 434.	ACTIVITY MOST OF SURVEY WEEK CPS ITEM	79	S08Q01	CPS	6-	7	2
R 2604.	ACTIVITY MOST OF SURVEY WEEK CPS ITEM	80	S07Q01	CPS	108-	109	2
R 4434.	ACTIVITY MOST OF SURVEY WEEK CPS ITEM	81	S06D1314	CPS	210-	211	2

SAMPLE PAGES: NLS NUMERIC INDEX

Original Cohort Numeric Entries

	REF. #	VBL#	QUES#
LOCATE R WHO MOVED VIA PERSONS LISTED ON INFORMATION SHEET? 81	4905.	5210	PG 1
LOCATE R WHO MOVED VIA OTHER METHOD? 81	4906.	5211	PG 1
INTERVIEW_METHOD, 81	4907.	5212	PG 1
INTERVIEW_DATE, 81 - YEAR	4908.	5213	PG 1
INTERVIEW_DATE, 81 - MONTH	4909.	5214	PG 1
INTERVIEW_DATE, 81 - DAY	4910.	5215	PG 1
INTERVIEW_LENGTH, 81	4911.	5216	PG 1
REASON FOR NONINTERVIEW IN 81	4912.	5217	PG 1
MARITAL_STATUS, 81	4913.	5218	R 1
IS R'S DATE OF BIRTH CORRECT? 81	4915.	5219	R 4
YEAR OF R'S BIRTH, CORRECTED AS OF 81	4916.	5220	R 4
HAS R A NONINTERVIEW IN 79? 81	4917.	5221	R 5
ACTIVITY MOST OF SURVEY_WEEK_79, 81 (NONINTERVIEW 79)	4918.	5222	R 6
DID R WORK AT ALL SURVEY_WEEK_79? 81 (NONINTERVIEW 79)	4919.	5223	R 7
EMPLOYER DURING SURVEY_WEEK_79, 81	4920.	5224	R 8
INTERVIEW_DATE OF LAST_INTERVIEW, 81 - MONTH	4922.	5225	R 9
INTERVIEW_DATE OF LAST_INTERVIEW, 81 - DAY	4923.	5226	R 9
ACTIVITY MOST OF SURVEY_WEEK_81	4924.	5227	1

NLSY Numeric Entries

NUMERIC INDEX COMMON (COMMON DEMOGRAPHIC INFORMATION: ID, DATE OF BIRTH, ETC.)

REF-NUMBER	KWIC-TITLE	SURVEY YEAR	QUESTION NUMBER	COLUMNS	FMT
R 1.	IDENTIFICATION (CASEID 1 TO 12686)	79		1 - 5	5
R 1.50	IDENTIFICATION CODE OF 1ST OTHER INTERVIEWED YOUTH IN R'S HOUSEHOLD	79		6 - 10	5
R 1.51	RELATIONSHIP TO YOUTH OF 1ST OTHER INTERVIEWED YOUTH IN R'S HOUSEHOLD	79		11 - 12	2
R 1.52	IDENTIFICATION CODE OF 2ND OTHER INTERVIEWED YOUTH IN R'S HOUSEHOLD	79		13 - 17	5
R 1.53	RELATIONSHIP TO YOUTH OF 2ND OTHER INTERVIEWED YOUTH IN R'S HOUSEHOLD	79		18 - 19	2
R 1.54	IDENTIFICATION CODE OF 3RD OTHER INTERVIEWED YOUTH IN R'S HOUSEHOLD	79		20 - 24	5
R 1.55	RELATIONSHIP TO YOUTH OF 3RD OTHER INTERVIEWED YOUTH IN R'S HOUSEHOLD	79		25 - 26	2
R 1.56	IDENTIFICATION CODE OF 4TH OTHER INTERVIEWED YOUTH IN R'S HOUSEHOLD	79		27 - 31	5
R 1.57	RELATIONSHIP TO YOUTH OF 4TH OTHER INTERVIEWED YOUTH IN R'S HOUSEHOLD	79		32 - 33	2
R 1.58	IDENTIFICATION CODE OF 5TH OTHER INTERVIEWED YOUTH IN R'S HOUSEHOLD	79		34 - 37	4
R 1.59	RELATIONSHIP TO YOUTH OF 5TH OTHER INTERVIEWED YOUTH IN R'S HOUSEHOLD	79		38 - 39	2
R 1.60	IDENTIFICATION CODE OF 6TH OTHER INTERVIEWED YOUTH IN R'S HOUSEHOLD	79		40 - 45	6
R 1.61	RELATIONSHIP TO YOUTH OF 6TH OTHER INTERVIEWED YOUTH IN R'S HOUSEHOLD	79		46 - 51	6
R 1736.	SAMPLE IDENTIFICATION CODE 79 INT	79	S24Q01	52 - 53	2
R 2147.	R'S RACIAL/ETHNIC COHORT FROM SCREENER 79 INT	79		54 - 55	2
R 2148.	SEX OF R 79 INT	79		56 - 57	2
R 4101.	DATE OF BIRTH - MONTH 81 INT	81	S01D0114	59 - 59	2
R 4102.	DATE OF BIRTH - DAY 81 INT	81	S01D0116	60 - 61	2
R 4103.	DATE OF BIRTH - YEAR 81 INT	81	S01D0118	62 - 63	2